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By-Warner, O. Ray

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This study examined the administrative organization, supervisory functions, and the objectives of state departments of education in the area of pupil personnel services. Literature pertinent to the topic is reviewed and reported. The study included each of the fifty state departments of education, and covered the period from July 1, 1966 to June 30, 1967. A detailed questionnaire consisting of thirteen items was administered. Research findings are reported under the following areas: (1) objectives of state departments of education with respect to guidance/pupil personnel service, (2) organization and administration of guidance/pupil personnel services within state departments of education, and (3) functions of state departments of education with respect to guidance/pupil personnel services. Suggestions for further research and action are given. (LS)

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THE SUPERVISION AND ADMINISTRATION OF PUPIL PERSONNEL SERVICES BY STATE DEPARTMENTS OF EDUCATION

by

O. Ray Warner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CHAPTER I

INTRODUCTION TO THE STUDY

State departments of education occupy a strategic position in the structure of American education. The chief state school officer with his staff is responsible for the long range planning and professional leadership of each state's educational enterprise. No other official state agency is in the position to wield such influence for the advancement of education. The functions of state departments of education and their expression through services are, therefore, an important concern of all the people.

Main Functions of State Departments of Education

The state department of education, headed by a chief state school officer, serves three important functions: regulatory, leadership and operational.[1] It regulates school attendance, finance, teacher certification requirements, school accreditation, and certain curriculum requirements. The state department of education serves in a very important leadership capacity through educational planning to meet the needs of pupils in the various areas of the state, research, and school and district visitation and consultation for educational improvement. In many of the states this agency also operates special schools for the handicapped and in some states has jurisdiction over the operation of the state colleges.[1]

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[1] Council of Chief State School Officers, The State Department of Education, Legal Status, Function and Organization. Washington: The Council, 1963. pp. 10-17.

Historical Development of State Departments of Education

Following the Revolutionary War the State of New York was confronted with the problem of administering the colleges and academies of the State which had been authorized by the King of England. The legislature, realizing that provision should be made for directing these institutions, established in 1784 the Board of Regents of the State of New York. This Board has continued to exist to the present day, but it was not until 1904 that it was given control over all the public schools of the State.

North Carolina was the next State to establish a state board of education. Soon after North Carolina, Vermont and Missouri each created a state board of education, but it was not until after the creation of the Massachusetts State Board of Education in 1837 that the movement to create state boards of education began to make headway. The Massachusetts board through its secretary, Horace Mann, exerted such a profound influence upon education in the state that other states began to create state boards of education.

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[1] Robert F. Will, State Education Structure and Organization, U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1964.

It was many years after the first public schools were established that the office of chief state school officer was created. The New York legislature, on June 19, 1812 enacted a law which provided that a state superintendent of common schools should be appointed. This was the first State to establish this office. This law was not passed until almost 200 years after Massachusetts made the first provision for public schools. The appointment of a chief state school officer so many years after the first public schools were established was not due to lack of interest in education. Many academies in addition to private and church schools were already in existence, and moreover, many communities everywhere had taken the initiative in establishing public schools even before the states had passed laws requiring them to do so.

Maryland, in 1826, was the next State to provide for a state superintendent whose duties were practically the same as those of the superintendent of common schools in the State of New York. Michigan created the office in 1829, and eight other states made provisions for the office between 1830 and 1839. By 1850 the office had been created in 24 states and territories.

Role of State Departments of Education in this Decade

The chief state school officers[1], [2] view the responsibilities of state departments of education for programs in elementary and secondary education as: (1) development and improvement of guidance and counseling services, (2) development and improvement of pupil personnel services, (3) curriculum development, (4) improvement of local supervision, (5) improvement in the use of facilities and materials of instruction, (6) accreditation and licensing of public and private schools, (7) insuring an adequate supply of qualified school personnel, (8) certification of school personnel, (9) effective organization of local educational agencies, (10) regulatory and leadership responsibilities in the field of school plant services, (11) preparing formulae for apportioning state aid, in distributing federal funds, and in approving financial procedures of local units, (12) providing for pupil transportation, (13) school attendance and census, (14) adequate records and reports including evaluation and research, (15) adequate school lunch services, (16) textbook selection and purchase in states with statutory requirements, (17) leadership in the development of eligibility for scholarship candidates, and (18) program responsibilities, in some states, for higher education, cultural education, and vocational rehabilitation.

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[1] Council of Chief State School Officers, _op. cit._, pp. 30-38.

[2] Council of Chief State School Officers, _Responsibilities of State Departments of Education for Pupil Personnel Services, A Policy Statement_. Washington: The Council, 1960.

State Leadership Functions in the Area of Pupil Personnel Services

One of the important leadership and service functions performed by state departments of education is in the area of pupil personnel services. The significance of these services, as an integral part of the educational program, is indicated in a policy statement by the Council of Chief State School Officers, which states the responsibilities of state departments of education for pupil personnel services.[1]

> The primary purpose of a program of pupil personnel services is to facilitate the maximum development of each individual through education. These services are essential to the adequate appraisal of individual needs and potentialities and the realization of these potentialities. They help each individual to develope the insight which will lead to self understanding, orientation to society, and wise choices from among educational, occupational, and avocational opportunities. Thus, they contribute to the development of our human resources which are so vital to the strength of our nation . . . .
>
> These services are based upon an underlying philosophy of the worth of every child and of the obligation of society and school systems in particular to provide whatever services are necessary to identify every pupil's unique educational needs and to develop a program of education to meet these needs. Accordingly, . . . these inter-related services are integral components of the total instructional program.

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[1] The Council of Chief State School Officers, *op. cit.*, p. 2.

The development of pupil personnel services throughout the United States can be attributed largely to the strong leadership given by state departments of education. Other sources of leadership are professional associations, colleges and universities, local educational agencies and the United States Office of Education.

One of the most significant developments in the field during the past quarter of a century has been the coordination and administrative unification of guidance services, psychological services, attendance services, health services and social work services into a pupil personnel program at both the state and local level. These five services have been defined to encompass the breadth of pupil personnel services.[1]

While there have been a few studies made of state departments of education which provide information on some of the functions of a few of the pupil personnel services, no study has been made which reflects the total status of supervision and administration of pupil personnel services at the state level.

Problem Background

Having served as a state director of pupil personnel services for several years, and subsequently worked with all but a few of the chief guidance/pupil personnel supervisors throughout the United States as a specialist in guidance in the United States Office of Education, the writer became aware of some of the problems in the supervision and administration of pupil personnel services at the state level. Some of the problems that were observed were the numerous differences in the organizational structure of state departments of education which related to the effectiveness of the pupil personnel program, and the divergent objectives of the several states with regard to pupil personnel services. A continuing concern observed by the author related to the separation in the supervision of guidance services under the state plan for vocational education,[1] and the National Defense Education Act, Title V-A state plan,[2] and the administrative separation of many of the other pupil personnel services. The writer subsequently came to the conclusion that a study in this area would be of value to the rapidly growing state departments of education. This study, therefore, was designed to provide broader information on the administration and supervision of pupil personnel services by state departments of education.

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[1] Ibid., p. 3.

Statement of the Problem

The purpose of this study is to determine the administrative organization, functions, and objectives of state departments of education in the area of pupil personnel services.

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[1] See operational definition, p. 16.

[2] See operational definition, p. 12.

Scope of the Study

This is a descriptive study of verified data focused on the following:

1. Supervisory and administrative programs in the area of guidance/pupil personnel services in each of the 50 state departments of education.
2. Guidance/pupil personnel programs in public educational agencies under the legal jurisdiction of the state department of education.
3. Supervision and administration of guidance/pupil personnel programs at the state level during the period from July 1, 1966 to June 30, 1967.

Purpose of the Study

The purpose of the study is defined in terms of several specific objectives:

1. To determine the scope of guidance/pupil personnel services in each of the state departments of education.
2. To identify the objectives of the state guidance/pupil personnel unit.
3. To identify the types of activities and functions of the state guidance/pupil personnel unit.

4. To determine the administrative structure of the state department of education in relationship to the state guidance/pupil personnel unit, and other units within the state department of education having related programs.

5. To determine the cooperative relationships between the state guidance/pupil personnel unit and the professional guidance association(s) in the state.

6. To determine the experience and qualifications of the supervisory staff assigned to the state guidance/pupil personnel unit.

7. To determine the financial expenditures for the supervision and administration of guidance/pupil personnel services within each state department of education.

8. To determine the supervisory responsibilities of state departments of education with regard to pupil personnel specialists employed by local educational agencies.

9. To determine the number of full and part-time state guidance/pupil personnel supervisors in state departments of education.

10. To analyze state level guidance/pupil personnel supervisory and administrative programs by grouping certain states with similar organizations and programs.

Operational Definitions

Most of these definitions are direct quotations or are modification of definitions from the Staff Accounting Handbook for Local and State School Systems,[1] a publication of the U.S. Office of Education, which all relate to school functions or programs:

Achievement test battery: A group of achievement tests in which the results can be used individually, in combination, or in total.

Attendance services: Those services designed to promote and improve school attendance of pupils. They consist of such activities as early identification of patterns of nonattendance, promotion of positive pupil and parent attitudes toward attendance, analysis of causes of nonattendance, early action on problems of nonattendance, and enforcement of compulsory attendance laws.

Attendance worker: A staff member performing assigned activities having as their purpose the early identification of nonattendance of pupils, the analysis of causes of nonattendance, the enforcement of compulsory attendance laws, and the improvement of school attendance.

Counselor: A school staff member performing assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education, vocation, or personal development.

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[1] Allan R. Lichtenberger and Richard V. Penrod, Staff Accounting for Local and State School Systems, U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1965.

Elementary and secondary education act: Elementary and Secondary Education Act of 1965, Public Law 89-10, which is designed to strengthen and improve the educational quality and the educational opportunities in the Nation's elementary and secondary schools.

Guidance/pupil personnel: (for purposes of this study) While the term "pupil personnel services" includes guidance services, there are many state departments of education whose administration and supervisory responsibility is restricted to guidance services only, or which have the responsibility for only a few of the pupil personnel services. Therefore, to avoid having to delineate which of the pupil personnel services were included in the administration and supervisory responsibility of each state department of education, guidance/pupil personnel will be used.

Guidance services: Those services designed to help pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; to assist pupils in increasing their understanding of educational and career opportunities; and to aid pupils in making optimum use of educational and career opportunities through the formulation of realistic goals. These services consist of activities such as counseling of pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustments, and working with other staff members in planning and conducting guidance programs.

Health personnel: School staff members such as physicians, psychiatrists, school nurses, dentists, dental hygienists, psychiatric social workers, and therapists, whose services in the field of physical and mental health are directed primarily at individuals, although sometimes used for group activities.

Health services: The service area consisting of physical and mental health services which are not direct instruction. It consists of the activities of providing medical, dental, psychiatric, and nurse services.

Inservice education: (for purposes of this study) A program of systematized and continuing activities directed by the state department of education that contributes to the professional or occupational growth and competencies of staff members during the term of their services in a local school system.

Local educational agency: An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. Normally, taxes can be levied by such units for school purposes. These units may or may not be conterminous with county, city, or town boundaries. This term is used synonymously with the term "school district."

Multifactor aptitude test battery: A group of tests designed to measure several relatively independent abilities, such as verbal, reasoning, numerical, finger dexterity, and spatial relationships.

National Defense Education Act, Title V-A State Plan: A "State Plan" is a standard device used in connection with the administration of federally assisted state programs in several fields. In the case of Title V-A, it includes provisions pertaining to administrative authority, fiscal responsibility, and the objectives, activities and standards for: (1) state guidance supervisory services and administration; (2) a program for testing aptitudes and ability; and, (3) a program for guidance and counseling.

National Defense Education Act, Title V-A: This title of the Federal legislation, provides financial assistance for establishing, maintaining, and improving guidance and counseling programs in public elementary and secondary schools and public junior colleges and technical institutes; and testing programs in public and nonpublic schools in the same institutions.

Professional guidance organization: An organization of professional personnel in the fields of pupil personnel and guidance work, working in elementary and secondary schools, higher education and in community agencies, with objectives of promoting and stimulating the exchange of professional experience and enhancing the professional competencies of its members.

Psychological services: The area of responsibility for supplementing the school system reservoir of information identifying the individuality of each pupil, his capacities, achievements, interests, potentialities and needs; for studying the individual pupil experiencing acute problems of educational development in order to furnish diagnostic information; and for suggesting programs concerning the psychological aspects of these problems. It consists of such activities as administering psychological tests, interpreting the results of psychological tests, working with other staff members in planning programs to meet needs indicated by psychological tests, and managing and planning a program of psychological services for the school system.

Psychologist: A school staff member who, in addition to performing assigned professional services of psychological evaluation and analysis of pupils through such activities as measuring and interpreting the pupils' intellectual, emotional, and social development, and diagnosing educational and personal disabilities of the pupils, also services the school system through such activities as collaborating in planning appropriate educational programs, conducting research in the area of pupil adjustments and behavior, assisting other staff members with specific problems of a psychological nature, and broadening their understanding of the psychological forces with which they deal.

Pupil-counselor ratio: The number of pupils in membership as of a given date divided by the number representing the full-time equivalency of all counseling assignments in the school serving these pupils as of the same given date.

Pupil personnel specialist: A school staff member of a local educational agency assigned to activities in any of the pupil personnel areas of guidance services, psychological services, social work services, attendance services, and health services.

Scholastic aptitude test: A test designed to measure a combination of native and acquired abilities needed to do school work.

Social worker: A school staff member assigned to perform professional services assisting in the prevention of or solution to the personal, social, and emotional problems of pupils which involve family, school, and community relationships when such problems have a bearing upon the quality of the school work of the pupil.

Social work services: Those services designed to assist in the prevention of or solution to the personal, social, and emotional problems of individuals which involve such relationships as those of the family, school, and community.

Special education personnel: Especially qualified personnel who provide an educational program for exceptional children which is different from, or in addition, to the usual school program.

Speech and hearing personnel: School staff members performing such specialized activities as assisting in the identification of speech and hearing handicaps of children; planning and conducting special programs and services for speech and hearing handicapped children (exclusive of the deaf); counseling school personnel, parents, and children concerning problems related to speech and hearing impairment; and cooperating with persons in related disciplines and community services.

State department of education: The organization established by law for the primary purpose of carrying out a part of the educational responsibility of the state. It is characterized by having statewide jurisdiction and may be composed of a state board, chief executive officer, and staff. Some state departments of education may lack one or two of these three elements but, in any case, there must be either a board or a chief executive officer.

State guidance/pupil personnel supervisor: A member of the state department of education with an assignment to provide leadership, assistance and expertness in the area of guidance/pupil personnel services for the purpose of improving guidance/pupil personnel services in the state.

State vocational guidance supervisor: A member of the state department of education with an assignment to provide leadership, assistance and expertness in the area of vocational guidance for the purpose of improving vocational guidance services in the state.

Statewide testing program: (for purposes of this study) A mandatory testing program required by state law, or by the state board of education, and required to be given to pupils in all local educational agencies within the state. This program includes specific types of tests to be given and specified grade levels for administering these tests.

Vocational Education Act of 1963: The Vocational Education Act of 1963 or Public Law 88-210 is designed to strengthen and improve the quality of vocational education, including vocational guidance, in the Nation.

Limitations of the Study

In a descriptive study such as this, the data collected is accepted by the writer as the best information that was available to the respondant.

CHAPTER II

REVIEW OF THE LITERATURE

There is a paucity of literature in the area of supervision and administration of pupil personnel services by state departments of education. The United States Office of Education was the source of most of the literature that has been written.

Historical Perspective

Although psychological services were in existence in the New England States as early as 1892, their effectiveness was limited until 1908, when Binet and Simon brought to this country a test to measure scholastic aptitude. In 1906, social workers were appointed in Boston, New York City, and Hartford to work with the parents of truant and delinquent children.[1] The oldest existing services in the area of pupil personnel services are those in child accounting and attendance. In the late 1800's, compulsory school attendance legislation was passed which required school districts to identify children who should be in school, and to assure that they attended on a regular basis.[2]

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[1] Francis C. Rosecrance, and Velma D. Hayden, School Guidance and Personnel Services. Boston: Allyn and Bacon, Inc., 1960. p. 10.

[2] Donald G. Ferguson, Pupil Personnel Services. Washington: Center for Applied Research in Education, Inc., 1963. p. 69.

The development of a total pupil personnel service program at the state level, and the leadership role state departments of education have given to these services has occurred mainly during the past decade. In most instances, the development of supervisory programs at the state level in the area of pupil personnel services has followed the development of these services at the local level.

In a study made by the United States Office of Education on the functions of state departments of education,[1] it was reported that as late as 1950 there were seven states which provided absolutely no state level leadership or services in the area of guidance. It was also reported that there were five states without services or leadership in the area of school health, and three without services in the area of school attendance, while no mention was made of programs or leadership at the state level for psychological and social work services.

Growth of Pupil Personnel Services at the Local Level

The growth of pupil personnel services in the United States is noted in a report[2] published by the United States

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[1] Fred B. Beach, The Functions of State Departments of Education, Federal Security Agency, Office of Education, Misc. Bulletin No. 13. Washington: U.S. Government Printing Office, 1950. pp. 17-22.

[2] United States Department of Health, Education, and Welfare, Office of Education, Statistics of State School Systems, 1961-62, OE-20020-62. Washington: U.S. Government Printing Office, 1964.

Office of Education in 1964. In a survey covering the 1961-1962 school year, it reports that there were 2,409 full-time equivalent psychologists, 2,254 full-time social workers, 5,432 full and part-time attendance workers, 13,228 full and part-time nurses, and 5,540 full and part-time physicians and psychiatrists.

Another report by the United States Office of Education[1] indicates that there were 24,492 full-time equivalent secondary school counselors employed in the public schools during the 1961-1962 school year.

Development of Administrative and Supervisory Services in State Departments of Education in the Area of Guidance/ Pupil Personnel Services

In 1939, the United States Office of Education sent twenty representatives to each of the state departments of education to gather data, collect reports, and obtain oral statements on the various facets of the programs, staff, and facilities of the state departments of education.

In 1940, one of the monographs resulting from this study was published. The monograph was entitled "Pupil Personnel

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[1] United States Department of Health, Education, and Welfare, Office of Education, Commitment to Youth, A Report on Five Years of Progress in Guidance, Counseling, and Testing, Under Title Five, Part A of the National Defense Education Act. OE-25039 Washington: U.S. Government Printing Office, 1964. p. 17.

Services as a Function of State Departments of Education."[1] At that date, pupil personnel services were reported to include compulsory school attendance, school census, guidance, and evaluation and measurement.

New York State was reported to be the first state department of education to appoint personnel on a full-time basis to work in the guidance field. This was in 1929. Several other states were concerned with guidance, but in 1939 had no personnel especially appointed for this function. Those states carrying guidance along with other functions and with no personnel especially appointed for that function were Arizona, California, Delaware, Idaho, Iowa, Minnesota, New Hampshire, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Virginia, Washington, West Virginia, and Wyoming.

States with specialized services for guidance in 1939 may be divided into those in which such services were entirely supported from state funds, and those in which such services were located in the vocational education divisions and supported partly from Federal funds. New York and Kansas were in the first category and Maine, Maryland, Massachusetts, Michigan, Missouri, North Carolina, and Vermont, in the second.[2]

There were 20 states in 1939 that included measurement and testing in the pupil personnel services program.[1]

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[1] David Segal, and Maris M. Proffitt, Pupil Personnel Services as a Function of State Departments of Education, Federal Security Agency, Office of Education, Bulletin No. 6, Monograph No. 5. Washington: U.S. Government Printing Office, 1940.

[2] Ibid., p. 4.

An unpublished study made by the United States Office of Education in 1957 on the provisions and activities of state departments of education for guidance and pupil personnel services provides the only data on the administration and supervision of pupil personnel services at the state level since the 1934 study.[2] The 1957 study is significant since it was made concurrent with the passage of the National Defense Education Act. Title V, Part A of the NDEA was designed to provide money to strengthen the supervision and administration of guidance services in state departments of education, in addition to improving guidance services at the local level.

This survey included 45 of the 48 states. Thirty-seven of the 45 states reported that a staff unit in the state department of education had specific responsibility for guidance/pupil personnel services.[3] The study also reported that 11 of the 37 states were providing other pupil personnel services in addition to guidance services. The objectives of the state departments of education for guidance/pupil personnel services according to the study were: (1) to promote the acceptance and development of guidance/pupil personnel services programs, in all public schools, (2) to assist all public schools in the organization and operation of guidance/pupil personnel services programs, and (3) to regulate the operation of guidance/pupil personnel services programs through the establishment and enforcement of standards for staff personnel and program provisions.[1]

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[1] Ibid., p. 84.

[2] Frank E. Wellman, "Provisions and Activities of State Departments of Education for Guidance and Pupil Personnel Services," Unpublished, mimeographed manuscript, U.S. Department of Health, Education, and Welfare, Office of Education. Washington: November, 1957.

[3] Ibid., p. 9.

An analysis of staff time showed that over one-half the states reporting spent 50 percent or more of their total staff time serving secondary schools; and only three states indicated that less than 25 percent of their staff time was devoted to these schools. Only one-half of the 42 state departments of education responding reported devoting 15 percent or more of their staff time to elementary schools; one-fourth reported 25 percent of more; and, only one state reported more than 45 percent.[2]

Seventy-five percent of the states reported that 5 percent or more of their staff time was devoted to working with professional associations.[3]

In summary, Wellman[4] reports that state-guidance/pupil personnel staff viewed their responsibility as providing:

1. Statewide leadership in the promotion of guidance/

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[1] Ibid., p. 10.

[2] Ibid., p. 15.

[3] Ibid., pp. 75-76.

[4] Ibid., pp. 75-77.

pupil personnel services for all children and youth in the state.

2. Professional leadership and assistance in the establishment and interpretation of standards for:

   a. the preparation of guidance/pupil personnel workers,
   b. the certification or approval of guidance/pupil personnel workers,
   c. the organization and administration of guidance/pupil personnel programs,
   d. the operational procedures and techniques used in guidance/pupil personnel services programs, and
   e. the evaluation of guidance/pupil personnel programs.

3. Professional leadership and direct assistance in the coordination of all state and local resources for the implementation, improvement, and extension of guidance/pupil personnel services in local schools.

4. Assistance to local schools in the coordination and utilization of all educational personnel in the execution of guidance/pupil personnel services.

5. Professional information and materials and sources of such information and materials, and direct assistance in the utilization of these materials, in guidance/pupil personnel services and other phases of the educational program.

6. Professional leadership, assistance, and direction in research activities designed to assemble and interpret new information, and to evaluate methods, techniques, and procedures.

7. Direct assistance to local schools, and colleges and universities in the pre-service and in-service preparation of guidance/pupil personnel services workers.

8. Initiative and leadership in the coordination and cooperation of all professional staff units of the state department of education, so that the contributions of each unit may be toward an integrated educational program for the children and youth in the state.

9. Leadership and assistance in the professional growth of all educators in the state, and especially guidance/ pupil personnel workers.

10. Continuous evaluation of state and local guidance/ pupil personnel services policies and procedures.

Camp[1] conducted a survey of 178 professional state guidance personnel in 1962. His study indicated that 83 percent of these supervisors were men, and 17 percent were women. The median age was reported to be 41.4, and the salaries ranged from $5,000 to over $12,000, with a median salary of $8,600. There were 175, or 98 percent, who held graduate degrees, with 137, or 78 percent, of these supervisors with majors in guidance services. Approximately 80 percent of them had non-educational work experience from one to over 60 months in length, and more than 80 percent were members of professional organizations.

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[1] Dolph Camp, The Guidance Worker in the State Department of Education, School Life, U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1964.

Warner[1] reported that the cost for guidance supervision at the state level during the school year 1963-64 amounted to $3,090,300. At the end of school year 1963-64, 300 full-time equivalent professional guidance personnel were employed at the state level. On the basis of total expenditures for state supervision of $3,090,300, the cost to support each full-time equivalent staff member amounted to $10,300.

An unpublished report by the writer[2] indicates the growth of state department of education personnel responsible for the administration and supervision of guidance/pupil personnel services during the period from 1958-59 to 1963-64.

During 1958-59, there were 99 professional guidance personnel in state departments of education devoting time to guidance, counseling and testing programs. By 1959-60, this number rose to 255 and for the next three years, the number remained fairly constant until the Congress passed

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[1] O. Ray Warner, Cost of Secondary School Guidance Services, U.S. Department of Health, Education, and Welfare; Office of Education. Washington: U.S. Government Printing Office, 1966. p. 17.

[2] O. Ray Warner, "Report on Title V-A of the National Defense Education Act," (unpublished mimeographed manuscript) U.S. Department of Health, Education, and Welfare, Office of Education. Washington, 1964.

Public Law 88-210, which extended NDEA Title V-A programs to include all children in grades 7 and 8. The number then increased to 342.

The number of full-time equivalent professional personnel followed a very similar growth pattern. The full-time equivalent increased from 78 in 1958-59, to 194 in 1959-60, remained constant for the next three years, and grew to 300 during 1963-64.

Phillips[1] conducted a study of the level of development of some 75 functions in each of the state departments of education using data collected by the U.S. Office of Education in the latter months of 1965, as a part of the Elementary and Secondary Education Act, Title V program. He reports "those activities in which the state departments rated themselves as maintaining fairly well developed functions were: instructional leadership services in vocational and general education, guidance and counseling, and the supervision of the distribution of state aid to public elementary and secondary education." The other pupil personnel services were considerably less well developed if established at all in most of the states.

Summary

A review of the literature in this chapter indicates that pupil personnel services had their beginnings in local educational agencies. Supervisory programs at the state level in the area of pupil personnel services followed developments at the local level. Nineteen-twenty-nine was the earliest date that a supervisor of guidance services was provided at the state level. State level personnel concerned with compulsory attendance laws antidated 1929; but the administration and supervision of pupil personnel services at the state level, as defined by the Council of Chief State School Officers,[1] could not be found in a majority of the states as late as 1957. After the passage of the National Defense Education Act in 1957, services and programs were expanded, and their was an increase in the number of staff members in the area of pupil personnel services at the state level.

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[1] Harry L. Phillips, "A Functional Analysis of, and Projections for, State Departments of Education," (Unpublished Doctoral dissertation, West Virginia University, Morgantown, 1967), p. 100.

A rapid growth in the number of state guidance/pupil personnel supervisors is noted after the National Defense Education Act was passed. The number increased from 99 in 1958-59 to 342 in 1963-64.

By 1965 state departments of education rated themselves as maintaining fairly well developed guidance and counseling functions, but the other pupil personnel services were less well developed if established at all.

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[1] Council of Chief State School Officers, op. cit., p. 3.

CHAPTER III

RESEARCH PROCEDURES

This investigation is a descriptive study related to the administrative organization, supervisory functions, and objectives of state departments of education in the area of pupil personnel services. The purpose of this chapter is to provide information relating to the research procedures used to obtain and to analyze the data presented in the chapters that follow.

Procedures

The procedures utilized in this study included the following steps:

1. Review of the literature related to the supervision and administration of pupil personnel services in state departments of education,
2. Development, refinement, and mailing of a questionnaire to the chief supervisor of guidance/pupil personnel services in each of the 50 state departments of education,
3. Preliminary review of returned questionnaires to determine accuracy and correctness of responses,
4. Development of follow-up procedures to verify all data.

5. Analysis and treatment of data through the development of appropriate tables, charts, and other statistical analyses,
6. Summarization of data with appropriate conclusions and recommendations.

Review of Literature

The preliminary information background for this study involved a thorough survey of all pertinent literature in the field, including reviews of the Education Index, Readers Guide to Periodical Literature, United States Office of Education publications, and textbooks in the field, in addition to having conversations with virtually all personnel in the United States who were knowledgeable about studies that have been made in the field.

Survey Instrument

A questionnaire was constructed which would provide information relative to the purposes of the study. The items in the questionnaire that were used were selected from a large pool of possible questions that had been developed and that were related to the purposes of this study. The chief sources for these items were the Council of Chief State School Officers publications, a state visitation report form used by staff members from the United States Office of Education while making visits to the states in connection with NDEA, Title V-A, and information that was considered to be important by state guidance/pupil personnel staff members, and U.S. Office of Education staff personnel.

After the questionnaire had been evaluated by several leaders in the guidance/pupil personnel field, including personnel from the U.S. Office of Education, State Departments of Education, and The George Washington University, it was sent to two selected state guidance/pupil personnel supervisors to be evaluated on a pilot basis. Suggestions for improving the questionnaire were incorporated into the final form.[1]

The questionnaire was mailed during the first week of October 1967, to the chief guidance/pupil personnel supervisor in each state,[2] with a request that it be returned by November 1, 1967. Approximately 30 days following the first mailing all state supervisors who had not returned the questionnaire were telephoned and urged to complete the form as soon as possible. These efforts resulted in a 100 percent return of the questionnaire. Each returned questionnaire was thoroughly evaluated to determine the accuracy and correctness of the responses. Possible errors or omissions were detected and recorded on a special summary form. The respondent then was telephoned to discuss all questions. In many instances, clarification or verification was accomplished using this method. In other instances, problems were discussed and, where additional information was needed or corrections were sought, copies of relevant pages were sent to the respondent for correction and verification. Forty-eight of the 50 state agencies were telephoned and a complete verification of all information was obtained. In the cases of Alaska and Hawaii, letters of explanation and appropriate pages were copied and sent to them for verification or correction.

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[1] See Appendix A.

[2] See Appendix C.

Thus, through this process, complete accuracy and verification of each questionnaire was obtained.

Treatment of the Data

The study dealt with the total population, therefore, no sampling was required. All 50 state departments of education responded to each of the applicable items in the questionnaire.

Frequency tabulations and distributions were completed on all items.

Appropriate charts, tables, and statistical analysis were used to reflect program descriptions, organizational patterns, staff assignments, and program objectives.

Statistical analyses consisted of measures of central tendency, measures of dispersion, rank order, ratios, percentages, and frequencies.

Results of the study were analyzed, conclusions drawn, and appropriate recommendations made.

CHAPTER IV

RESEARCH FINDINGS: OBJECTIVES OF STATE DEPARTMENTS OF EDUCATION WITH RESPECT TO GUIDANCE/PUPIL PERSONNEL SERVICES

The findings of this study are presented in Chapters IV, V and VI. This Chapter presents data on the objectives of state departments of education with respect to guidance/ pupil personnel services.

Chapter V will report on findings pertaining to the organization and administration of guidance/pupil personnel programs by state departments of education. Chapter VI will present the findings concerning the functions of the state guidance/pupil personnel units.

Source of Objectives

All 50 state departments of education have NDEA, Title V-A state plans. In each of the state plans is a description of the objectives for the guidance, counseling, and testing programs in the state. Table 1 shows that in 28 (56%) of the state departments of education the only source of objectives for the guidance/pupil personnel program was the National Defense Education Act, Title V-A State Plan. Twenty-two (44%)

TABLE 1

SOURCE OF STATE DEPARTMENT OF EDUCATION GUIDANCE/PUPIL PERSONNEL PROGRAM OBJECTIVES

Source of Program Objectives	State Departments of Education	
	Number	Percent
States where the only written guidance/pupil personnel objectives are in the NDEA Title V-A State Plan	28	56
States with written guidance/pupil personnel objectives in addition to the objectives in the NDEA Title V-A State Plan	22	44
Total	50	100

in addition to those of the state departments of education had written objectives to those written in the NDEA, Title V-A State Plan.

General Objectives

For the purposes of this study the following definitions of general objectives were used:

Promotional objectives are concerned with stimulation of school personnel and community leaders to develop and improve guidance/pupil personnel services for youth.

Developmental objectives are concerned with program development among guidance/pupil personnel specialists.

Liaison objectives are concerned with developing guidance/pupil personnel service program cooperation among state staff, local school personnel, community and governmental agencies.

Table 2 indicates that the chief state guidance/pupil personnel supervisor feels the total guidance/pupil personnel staff is distributing its time among promotional, developmental, liaison, and other objectives about the way they desire it to be distributed. The only area where they would like to spend less time is on general administrative objectives. In 49 of the 50 states it was revealed that 25 percent or less of the guidance/pupil personnel staff time should be spent on general administrative functions; however, only 39 (78%) of the states were spending 25 percent or less of the total staff time on these functions. In 11 (22%) states they were spending between 26 and 50 percent of the staff time on these objectives.

Promotional Objectives

The percent of time state departments of education actually spent on promotional objectives, and the percent of

TABLE 2

UTILIZATION OF STATE DEPARTMENT OF EDUCATION STAFF TIME IN CARRYING OUT PROMOTIONAL, DEVELOPMENTAL, LIAISON AND OTHER OBJECTIVES

Percent of Actual Time Spent on Objectives	State Departments of Education		Percent of time that should have been spent ideally	State Departments of Education	
	Number	Percent		Number	Percent
PROMOTIONAL OBJECTIVES					
Between 1% and 25%	28	56	Between 1% and 25%	28	56
26% and 50%	19	38	26% and 50%	19	38
51% and 75%	3	6	51% and 75%	3	6
76% and 100%	0	0	76% and 100%	0	0
DEVELOPMENTAL OBJECTIVES					
Between 1% and 25%	16	32	Between 1% and 25%	13	26
26% and 50%	27	54	26% and 50%	31	62
51% and 75%	6	12	51% and 75%	6	12
76% and 100%	1	2	76% and 100%	0	0
LIAISON OBJECTIVES					
Between 1% and 25%	41	82	Between 1% and 25%	42	84
26% and 50%	8	16	26% and 50%	8	16
51% and 75%	1	2	51% and 75%	0	0
76% and 100%	0	0	76% and 100%	0	0

TABLE 2--Continued

Percent of Actual Time Spent on Objectives	State Departments of Education		Percent of time that should have been spent ideally	State Departments of Education	
	Number	Percent		Number	Percent
OTHER OBJECTIVES[1]					
Between 1% and 25%	39	78	Between 1% and 25%	49	98
26% and 50%	11	22	26% and 50%	1	2
51% and 75%	0	0	51% and 75%	0	0
76% and 100%	0	0	76% and 100%	0	0

time they considered they should be spending on these objectives were identical. In 28 (56%) of the states, the guidance/pupil personnel staff spent 25 percent or less time on promotional objectives. In 19 (38%) of the states the staff spent between 26 and 50 percent of their time on these objectives. Only 3 (6%) spent between 51 and 75 percent of the staff time on these objectives, with none spending more than 75 percent of their time on these objectives.

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[1] These objectives were administrative functions, mostly administering the NDEA Title V-A State Plan program.

Developmental Objectives

There was very little difference in the percent of staff time spent on developmental objectives and the percent of time states considered should be spent on these objectives. There was, however, a greater percentage of staff time spent on developmental objectives, and a greater amount of time states felt they should devote to these objectives than any of the others. There were 27 (54%) of the states that spent between 26 and 50 percent of their staff time on developmental objectives, and 31 (62%) of the states that reported they should be spending this amount of time. Sixteen (32%) reported spending 28 percent or less time, with 13 (26%) states that felt this is all the time they should be spending. There were 6 (12%) states spending between 51 and 75 percent of the staff time, with an equal number reporting that this amount of time should be spent. Only 1 (2%) state reported spending over 75 percent of the staff time on these objectives.

Liaison Objectives

There were 41 (82%) states spending 25 percent or less time on liaison objectives, and 42 (84%) that considered this amount of time should be spent. Eight (16%) states reported spending between 26 and 50 percent of their staff time on these objectives, with an equal number reporting that this amount of time was desirable. Only 1 (2%) state reported spending between 51 and 75 percent of the staff time on these objectives, with none of the states spending more than 75 percent of their staff time on these objectives.

Selected Objectives of the State Guidance/Pupil Personnel Unit

Each of the chief state guidance/pupil personnel supervisors was asked to choose from among fifteen selected objectives those they felt were considered to be of major importance, and to rank each objective in order of importance. Table 3 summarizes this information. It is noted that 46 of the states (92%) considered the improvement and strengthening of elementary guidance services as a major objective of the state department of education. Thirty-four of the states ranked this objective either first or second in importance.

In 40 (80%) of the states, the improvement and strengthening of secondary guidance services was considered a major objective, with 29 of the states ranking this objective as either first or second in importance. In 38 (80%) of the states the extension and improvement of state level consultative and supervisory services was considered to be a major objective; however, only one state ranked this objective as first, and five ranked it second in importance.

The selected objective that the states considered to be

TABLE 3

RANK ORDER OF SELECTED OBJECTIVES OF THE STATE DEPARTMENT OF EDUCATION GUIDANCE/PUPIL PERSONNEL PROGRAM

Selected Objectives	States that consider objective to be of major importance		Rank Order of Importance														
	No.	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Improvement and strengthening of Elementary School Guidance Services	46	92	21	13	4	4	0	3	1	2	0	0	0	0	0	0	0
Improvement and Strengthening of Secondary School Guidance Services	40	80	15	14	4	6	1	1	1	2	1	1	1	1	0	0	0
Extension and Improvement of State Level Consultative and Supervisory Services	38	76	9	8	13	2	2	4	4	4	1	1	0	0	0	0	0
Collection and Analysis of Statewide Information and Research Data as a Background for longrange Planning and Development	24	48	1	5	8	6	7	4	4	6	2	1	1	2	0	0	0

TABLE 3--Continued

Definition, Communication and Interpretation of Program Functions and Procedures to School Personnel, Students, Parents, and Other Groups	22	44	4	1	4	6	14	5	5	3	1	1	3	0	0	0	0
Improvement in the Competencies of Guidance Staff Members for Their Roles in Guidance Programs	32	64	1	1	12	7	8	8	4	1	2	0	1	1	1	0	0
Provision of Guidance Materials and Information for the Use of Guidance Personnel and Others in and Outside the School	12	24	0	0	1	5	4	10	8	5	3	3	2	2	3	2	0
Expansion and Improvement of Guidance/Pupil Personnel Facilities	11	22	0	1	0	1	3	3	7	4	17	1	3	2	2	1	2
Improvement of Local Administration and Supervision of Guidance/Pupil Personnel Services	23	46	1	3	4	6	2	4	5	11	7	3	0	1	1	0	0
Improvement and Strengthening of Psychological Services	15	30	0	0	2	1	3	5	3	4	4	10	5	1	0	0	0

TABLE 3--Continued

Improvement and Strengthening of Social Work Services	12	24	0	0	2	0	2	3	1	1	4	10	11	3	4	2	0
Improvement and Strengthening of School Attendance Services	6	12	0	0	1	1	0	1	0	3	1	1	3	6	5	4	7
Improvement and Strengthening of School Social Work Services	10	20	0	0	2	1	1	1	3	2	1	5	3	7	8	3	0
Improvement and Strengthening of School Speech and Hearing Services	5	10	0	0	1	0	0	0	1	2	3	2	0	4	4	8	2
Improvement and Strengthening of Special Education Services	8	16	0	0	3	1	0	1	0	4	1	1	1	0	3	3	6

next in order of importance was improving the competencies of guidance staff members for their roles in the guidance program. Thirty-two (64%) of the states considered this to be a major objective, with 35 of the state departments of education ranking it either third, fourth, fifth, or sixth in order of importance.

Only 5 (10%) of the state departments of education considered the strengthening of speech and hearing services to be of major importance. Only one state department of education ranked it above 6 in order of importance.

The general improvement and strengthening of attendance services was judged to be of major importance in only 6 of the states, and the general improvement and strengthening of special educational services was considered to be of major importance by 8 of the state departments of education.

Selected Objectives for Pupil Personnel Services[1]

Each of the chief guidance/pupil personnel supervisors were asked to indicate whether the selected objectives listed in Tables 4 through 8 were considered to be a major, minor, or not an objective of the state department of education.

It is important to note here that in 22 (44%) of the states, guidance services was reported to be the only pupil personnel service function of the state departments of education. In a few of these 22 state departments of education, several of the selected objectives in the pupil personnel services area, in addition to guidance services, were considered to be objectives of the state, even though the state departments of education were not organized to provide for the administration and supervision of these services. In some instances staff competencies were of such a nature as to permit some leadership and supervision in some of the selected objectives in the pupil personnel services areas. In almost every instance, however, in these states the selected objectives were considered to be of minor importance.

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[1] These objectives were included in the questionnaire taken from, Council of Chief State School Officers, Responsibilities of State Departments of Educationfor Pupil Personnel Services, A Policy Statement, Washington: The Council, 1960.

School Guidance Services

Table number 4 reports whether the state department of education considers each of the 7 objectives to be a major, minor, or not an objective of the state. There were 49 state departments of education (98%) that considered objective number 2 (assisting school districts to evaluate and coordinate pupil personnel programs) to be a major objective; and only one state department of education (2%) reported it to be a minor objective.

Objective number 7 (evaluation of guidance and counseling programs) was considered to be a major objective in 47 (94%)

TABLE 4

SELECTED[1] OBJECTIVES FOR SCHOOL GUIDANCE SERVICES IN STATE DEPARTMENTS OF EDUCATION

No.	Selected Objectives for School Guidance Services	State Departments of Education					
		Major Objective		Minor Objective		Not an Objective	
		No.	Percent	No.	Percent	No.	Percent
1.	Study and report on the status and needs for guidance and counseling programs at local levels.	40	80	9	18	1	2
2.	Assist local school districts in establishing, extending, evaluating, and improving guidance and counseling programs and procedures, and coordinating these with other pupil personnel services, the instructional program, and community resources.	49	98	1	2	0	0
3.	Recommend certification requirements for counselors and assist institutions of higher education to develop and improve programs of counselor preparation and pre-service education of teachers in their role in the guidance program.	43	86	7	14	0	0
4.	Provide for in-service education in guidance for administrators and guidance personnel through conferences and meetings; assist local school districts in planning in-service education in guidance for school staff members.	43	86	7	14	0	0
5.	Establish and maintain relations with agencies and organizations whose programs relate to guidance and counseling.	29	58	21	42	0	0
6.	Prepare and distribute guidance and counseling resource publications and materials; collect and report on good guidance and counseling practices and procedures.	35	70	15	30	0	0
7.	Evaluate the effectiveness of guidance and counseling programs and assist local school districts in their own evaluations.	47	94	2	4	1	2

[1] See Council of Chief State School Officers, *op. cit.*

of the state departments of education, with 2 (4%) of the states considering it as a minor objective; and only 1 state (2%) felt it was not an objective of the state department of education.

Objectives number 3 (recommending certification requirements and counselor preparation programs) and 4 (providing for inservice education programs) were determined to be major objectives in 43 (86%) of the states, with 7 (14%) of the states judging them to be minor objectives.

Objectives numbers 1 (studying the status and needs of guidance programs), 6 (preparing and distributing guidance materials), and 5 (establishing relations with guidance related agencies) were considered to be major objectives in only 40, 35 and 29 of the states respectively; however, they were all considered to be a major or minor objective of the 50 state departments of education.

School Psychological Services

Table 5 shows that none of the nine selected objectives for school psychological services were considered to be a major objective by more than 23 of the state departments of education.

Objectives number 2 and 3 were considered to be major objectives in 23 and 22 of the states respectively, mainly because these objectives relate to coordinating the functions of all the pupil personnel services. Only 11 (22%) of the state departments of education considered objective 8 (disseminating information on psychological programs and opportunities)

TABLE 5

SELECTED OBJECTIVES FOR SCHOOL PSYCHOLOGICAL SERVICES IN STATE DEPARTMENTS OF EDUCATION

No.	Selected Objectives for School Psychological Services	State Departments of Education					
		Major Objective		Minor Objective		Not an Objective	
		No.	Percent	No.	Percent	No.	Percent
1.	Recommending certification standards for school psychologists.	17	34	12	24	21	42
2.	Assisting local schools to make effective use of school psychological services by the interpretation of the functions of psychologists' work in schools and their role as members of pupil personnel teams.	23	46	9	18	18	36
3.	Assisting local schools to make effective use of school psychological services by the implementation and planning of working relationships between school psychologists, other pupil personnel workers, teachers, administrators, parents, and appropriate public and private community agencies.	22	44	11	22	17	34
4.	Assisting local schools to make effective use of school psychological services by the dissemination and use of criteria for evaluating the effectiveness of school psychologists' services.	17	34	11	22	22	44
5.	Establishing good relationships between psychological services at the state level and related state agencies and organizations.	15	30	16	32	19	38
6.	Assisting institutions of higher education in the development and improvement of programs for the preparation of school psychologists.	19	38	9	18	22	44

TABLE 5--Continued

7.	Developing studies of local school programs of psychological services and personnel to ascertain effective practices, trends, and developments.	12	24	17	34	21	42
8.	Disseminating information concerning workshops, inservice training opportunities, conferences, and job openings for school psychologists.	11	22	16	32	23	46
9.	Maintaining effective liaison between the state department and organized administrator groups within the state for the purpose of interpreting needs, aims, functions, and developments in psychological services.	22	44	8	16	20	40

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to be a major objective, and only 16 (43%) of the states judged this objective, to be of minor importance.

School Social Work Services

Twenty (40%) of the state departments of education considered objectives number 3 (interpreting social work functions) and 4 (recommending certification requirements and standards for the preparation of social workers) to be of major importance (Table 6). Of the 8 selected objectives, all but two were not considered to be objectives of the state departments of education in more than one half of the states. Conducting studies of local school social work programs and personnel, objective number 2, was a major objective of only 10 state departments of education.

School Health Services

Of the 5 selected objectives for school health services, between four-fifths and two-thirds of the states did not consider any of them to be major objectives of state departments of education (Table 7). Over one-half of the state departments of education indicated that none of the five objectives were either major or minor objectives of the state. Recommending standards of competence for school health personnel, objective number 4, was reported to be a major objective in 17 (34%) of

TABLE 6

SELECTED OBJECTIVES FOR SCHOOL SOCIAL WORK SERVICES IN STATE DEPARTMENTS OF EDUCATION

No.	Selected Objectives for School Social Work Services	State Departments of Education: Major Objective No.	Major Objective Percent	Minor Objective No.	Minor Objective Percent	Not an Objective No.	Not an Objective Percent
1.	Provide for state level personnel, competent to provide leadership and administrative and supervisory services in the area of school social work.	19	38	3	6	28	56
2.	Conducting studies of local school social work programs and personnel.	10	20	13	26	27	54
3.	Interpret school social work functions, as an integral part of the pupil personnel services to the public.	20	40	7	14	23	46
4.	Making recommendations for the qualifications of school social workers, cooperating in the preparation of certification standards, and assisting institutions of higher education in the development and improvement of programs for the preparation of school social workers.	20	40	4	8	26	52
5.	Assisting school systems in planning and implementing effective working relationships between school social workers, other pupil personnel workers, other school staff members, parents, and appropriate public and private community agencies.	18	36	8	16	24	48
6.	Providing information and conducting inservice education for school social workers and establishing effective working relationships with school social work organizations at various levels.	15	30	8	16	27	54

TABLE 6--Continued

7.	Developing cooperative working relationships between those in charge of the school social work program at the state level with state agencies and community organizations whose programs relate to the work of the school social worker.	14	28	10	20	26	52
8.	Preparing disseminating, and using criteria for the evaluation of the effectiveness of school social work services.	17	34	6	12	27	54

TABLE 7

SELECTED OBJECTIVES FOR SCHOOL HEALTH SERVICES IN STATE DEPARTMENTS OF EDUCATION

No.	Selected Objectives for School Health Services	State Departments of Education					
		Major Objective		Minor Objective		Not an Objective	
		No.	Percent	No.	Percent	No.	Percent
1.	Orienting new school health personnel to their responsibilities through publications, consultations, and group and area conferences.	13	26	8	16	29	58
2.	Orienting schools employing health services for the first time to the best practices in administering and providing for health services.	10	20	11	22	29	58
3.	Assisting teacher-training institutions in the development of curriculum which defines the total health responsibilities of teachers, administrators, and specialists.	16	32	6	12	28	56
4.	Recommending minimum standards of competence for school health personnel, for the maintenance of healthful school environments, and for school health practices.	17	34	5	68	28	56
5.	Orienting boards of education, through appropriate channels, to the desirability of providing appropriate health services for children.	14	28	11	22	25	50

the state departments of education, and approximately one-third of the states considered objective number 3 (assisting teacher-training institutions in curriculum development for school personnel) to be of major importance. Objectives number 5 (orienting local boards of education regarding health services), number 1 (orienting new local school personnel with regard to health services,) and number 2 (orienting schools employing health personnel for the first time regarding health practices), were considered major objectives in only 14, 13, and 10 of the states respectively, with even fewer of the states considering them to be minor objectives.

School Attendance Services

Table 8 indicates that over one-half of the state departments of education did not consider any of the selected objectives for school attendance to be objectives of the state. There were, however, 20 (40%) states that reported objectives number 2 (assisting local school personnel in problems of non-school attendance) as a major objective, and 5 (10%) reporting it as a minor objective. Objective number 4 (assisting local school personnel in working with community agencies in dealing with problems of school attendance), was reported to be a major objective in 15 (30%) states, with 9 (18%) reporting it as a minor objective. .Objective numbers 1 (assisting school districts in developing accounting services and child accounting procedures), and number 6 (recommending standards for the preparafor the administration and supervision of guidance/pupil personnel programs, (12) provisions by state departments of education for the supervision of pupil personnel specialists employed by local educational agencies.

Organizational Structure With Respect to Guidance/Pupil Personnel Services

Each of the 50 state departments of education reported their organizational structure with respect to the guidance/pupil personnel program. There were 22 of the state departments of education that were organized to provide for the administration and supervision of guidance services only. In these 22 states there were no provisions for the supervision of other pupil personnel services. The other 28 state departments of education were organized and had staff employed to provide for the administration and supervision of two or more of the pupil personnel services.[1] An analysis of the data from the 22 state departments of education which were organized to provide for the administration and supervision of guidance services only (excluding all other pupil personnel services) revealed the following:

1. In 17 of the state departments of education the guidance service unit was reported to be within a major instructional unit. In Alaska, Montana, Oregon and Washington, the chief guidance/pupil

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[1] See Appendix B.

personnel supervisors and the other guidance/ pupil personnel supervisors were consultants in an instructional unit.

2. In Arizona and Nebraska, the guidance service unit was reported to be in a major vocational education unit.
3. In Alabama and New Hampshire, the guidance service units were reported to be divided between a major instructional unit, and a major vocational education unit, both on a parallel administrative structure.
4. In Oregon, guidance services were shown to be in a special service unit directly responsible to the deputy superintendent.
5. In 12 of the 22 state departments of education organized to provide for the supervision of guidance services only, there was one administrative person, on a line-staff organizational structure, between the chief guidance/pupil personnel supervisor and the chief state school officer. In nine of these state departments of education there were two administrative personnel between the chief guidance/ pupil personnel supervisor and the chief state school officer; and in one state there were three administrative personnel between the chief guidance/pupil personnel supervisor and the chief state school officer.

Data from the 28 state departments of education organized to provide for the administration and supervision of two or more of the pupil personnel services revealed the following:

1. In 18 of the state departments of education the guidance/pupil personnel unit was reported to be within a major instructional unit, and all the pupil personnel services were in these guidance/pupil personnel services units.

   In Wyoming, Michigan, New Hampshire, New Jersey, Rhode Island, Wisconsin, and Wyoming, the chief guidance/pupil personnel supervisor and other guidance/pupil supervisors were reported to be consultants in an instructional unit. Hawaii is organized as one school system with guidance supervisors located at the state level and all other pupil personnel supervisors are located at the local level.

2. In New Jersey and Pennsylvania, the guidance/pupil personnel services staff was reported to be within a major instructional unit, but the different services were divided among different major educational units.

3. In Louisiana, guidance services were in a major vocational education unit, and the other pupil personnel services were divided between two major instructional units.

4. In Rhode Island and Vermont, guidance services personnel were reported to be divided between a

major vocational education unit, and a major instructional unit. The other pupil personnel services were in a major pupil personnel services unit.

5. In Missouri, all pupil personnel services were reported to be in a major vocational education unit, however, part of the psychological services were in a separate special education unit.
6. In Virginia, guidance services were under a major special services unit which is within a federal programs unit; psychological and social work services were in a separate special education unit within a major elementary and secondary unit. The health services were under a health and physical education unit.
7. In Tennessee, a guidance unit is located in a major vocational education unit, and the other pupil personnel services were divided among three different major educational units.
8. In Wisconsin, three separate units were organized, one for guidance services and another for health and social work services, both under a major instructional unit. The psychological services were reported to be in a special education unit, not under the instructional unit.
9. In Nevada, pupil personnel services were located in

both the vocational education unit, and in the instructional unit.

10. In twelve of the 28 state departments of education there was one administrative person, on a line-staff organizational structure, between the chief guidance/pupil personnel supervisor and the chief state school officer. In 10 states there were two administrative personnel between the chief guidance/pupil personnel supervisor and the chief state school officer and in 6 states there were 3 administrative personnel between them.

Number of Guidance/Pupil Personnel Supervisors

The 50 state departments of education reported that there were 402 state level guidance/pupil personnel supervisors, and a full-time equivalent number of 394. The mean full-time equivalent number of guidance/pupil personnel supervisors per state was calculated to be 7.9. The number of supervisors varied from 1 supervisor in Montana to 30 supervisors in both New York and Ohio. It is important to note that only 54 percent of all these supervisors were reported to be in the same educational unit and under the administrative direction of a chief state guidance pupil personnel supervisor.

In the 22 state departments of education organized to provide for the administration and supervision of guidance services only, the number of state guidance supervisors was reported to be 78, with a full-time equivalent number of 75, and a mean full-time equivalent number of 3.4 supervisors per state.

In the 28 state departments of education organized to provide for the administration and supervision of two or more of the pupil personnel services, there were 324 guidance/pupil personnel supervisors, with a full-time equivalent number of 319, and a mean full-time equivalent number of 11.4 supervisors per state. This information is shown in Table 9.

Types of Services that were Considered to be Pupil Personnel Services Including the Number of Staff Members Supervising these Services

There is not complete agreement among the state departments of education as to what services should be included in the pupil personnel program. All 50 state departments of education considered elementary and secondary school guidance services to be part of the pupil personnel program (Table 10). These were the only services all 50 states agreed upon. More than one-half of all the state level guidance/pupil personnel supervisors were responsible for the administration and supervision of school guidance services only. A total full-time equivalent number of 202.5 personnel were assigned administrative and super-

TABLE 9

PROVISIONS FOR STATE GUIDANCE/PUPIL PERSONNEL SUPERVISION[1,2,3]

Provisions for Guidance/Pupil Personnel Supervision	Number of States	Number of Supervisors	Full-time Equivalent Number of Supervisors	Mean Full-Time Equivalent Number of Supervisors per State
State Departments of Education Organized to Provide for the Supervision of Guidance Services only	22	78	75	3.4
State Departments of Education Organized to Provide for the Supervision of Two or More of the Pupil Personnel Services (including Speech & Hearing Personnel Reported to be in the Pupil Personnel Services)	28	324	319	11.4
Total	50	402	394	7.9

[1] Seven states reported that special education was considered to be included in pupil personnel services, and of these only 4 were organized to include special education services in their pupil personnel structure. These personnel were not included since 43 of the states did not consider special education to be part of the pupil personnel program.

[2] Excludes 9 school lunch personnel that were reported in Kentucky, the only state where these services were considered to be pupil personnel services.

[3] The range in the number of state guidance/pupil personnel supervisors varied from 1 in Montana to 30 in both New York and Ohio.

TABLE 10

TYPES OF SERVICES STATES CONSIDERED TO BE PUPIL PERSONNEL SERVICES AND THE NUMBER OF STAFF MEMBERS SUPERVISING THESE SERVICE AREAS

Types of Services	Full-Time Equivalent Number of Staff Members Supervising Service Area	Number of States that Consider Service Area to be a Pupil Personnel Service	Percent of States that Consider Service Area to be Pupil Personnel Services
Elementary Guidance Services	45.5	50	100
Secondary Guidance Services	122.0	50	100
Elem. & Sec. Guidance Services	35.0	-	-
Psychological Services	48.5	47	94
Social Work Services	31.2	46	92
Health Services	46.8	41	82
Attendance Services	16.8	35	70
Speech and Hearing Services	22.1	20	40
Student Appraisal & Psychometrics	19.0	4[1]	8
Jr. College Student Personnel	1.0	1	2

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[1] Student appraisal and psychometric services were included in psychological services in other states organized to provide for these services.

TABLE 12

NAME OF THE MAIN ADMINISTRATIVE UNITS RESPONSIBLE FOR THE ADMINISTRATION AND SUPERVISION OF GUIDANCE/PUPIL PERSONNEL SERVICES IN STATE DEPARTMENTS OF EDUCATION

Name of Unit	Number of State Departments of Education with Units Having Same or Similar Name	Percent of State Departments of Education with Units Having Same or Similar Name
Division of Curriculum and Instruction[1]	10	20
Division of Pupil Personnel Services	6	12
Division of Guidance Services	6	12
Guidance Services Section	5	10
Pupil Personnel Services Section	4	8
Bureau of Pupil Personnel Services	3	6
Division of Guidance Counseling and Testing	3	6
Division of Special Services	2	4
Department of Pupil Personnel Services	1	2
Pupil Personnel Services Branch	1	2
Special Services Branch	1	2
Department of Guidance Services	1	2
Office of Guidance Services	1	2
Guidance, Counseling and Testing Section	1	2
Guidance and Pupil Personnel Service Section	1	2
Section of Pupil Personnel	1	2
Bureau of Guidance Services	1	2
Other[2]	2	4
Total	50	100

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[1] All guidance/pupil personnel specialists are consultants in the division of curriculum and instruction.

[2] In two states guidance/pupil personnel services are separated into 3 different divisions.

"Division of Guidance, Counseling and Testing" in 3 states, and "Division of Special Services" in 2 states.

The term "Pupil Personnel Services" was included in the unit names of 17 state departments of education. The term "Guidance Services" was part of the unit name in 18 states, with 3 units which bore the name of "Special Services."

Vocational Guidance Supervision

One of the problems reported by state guidance/pupil personnel supervisors has been the functional relationships between state level vocational guidance supervisors under the auspices of the state plan for vocational education, and other guidance supervisors employed with funds from state sources or NDEA, Title V-A. It is important to note that among those 39 states employing vocational guidance supervisors under the state plan for vocational education 19 (38%) of the states reported that vocational guidance supervisors were working under the supervision of the state director of vocational education rather than the chief state guidance/pupil personnel supervisor, and were physically located in separate administrative units. In 20 of the states, the vocational guidance supervisors employed under the state plan for vocational education were physically located in the same administrative unit and under the chief guidance/pupil personnel supervisor. In the other 11 states there were no vocational guidance supervisors employed under the state plan for vocational education (Table 13).

In those states where vocational guidance supervisors employed under the auspices of the state plan for vocational education were working in separate units from the chief guidance/pupil personnel supervisor, only two states, Arizona and Georgia, reported the vocational guidance supervisory services were related and coordinated with the other guidance/pupil personnel programs through formal written agreements. In the 17 other states, where 19 vocational guidance supervisors were employed under the state plan for vocational education, these services were coordinated through unwritten, informal arrangements, where frequently little communication and coordination of program activities occurred.

State departments of education reported 104 vocational guidance supervisors employed at the state level (Table 14). Fifty-nine (57%) vocational guidance supervisors were employed under the NDEA, Title V-A state plan, 44 (42%) under the state plan for vocational education, and 1 with state funds.

Regionalization of Pupil Personnel Services Within States

Very few states have their guidance/pupil personnel supervisory staff physically decentralized into regions within the state. Table 15 shows that there were 5 states with a

TABLE 13

ORGANIZATIONAL STRUCTURE FOR VOCATIONAL GUIDANCE SUPERVISION UNDER VOCATIONAL EDUCATION AND OTHER STATE LEVEL GUIDANCE SUPERVISION

Organizational Structure	Number of States	Percent of States
States where all Vocational Guidance Supervisors are Under One Chief Guidance Supervisor and in the Same Administrative Unit	20	40
States where all Vocational Guidance Supervisors Employed Under the NDEA Title V-A State Plan and the Vocational Education Act are Under Separate Supervision and Located in Separate Administrative Units	19	38
States where Vocational Guidance Supervisors were not Employed Under the State Plan for Vocational Education	11	22
Total	50	100

TABLE 14

SOURCE OF FUNDS FOR THE EMPLOYMENT OF VOCATIONAL GUIDANCE SUPERVISORS

Source of Funds	Number of Vocational Guidance Supervisors Employed by Source of Funds	Percent of Vocational Guidance Supervisors Employed by Source of Funds
NDEA, Title V-A State Plan	59	57
State Plan for Vocational Education	44	42
State Funds	1	1
Total	104	100

TABLE 15

REGIONALIZATION OF PUPIL PERSONNEL SERVICES BY STATE DEPARTMENTS OF EDUCATION

Types of Services Regionalized	Number of States Where Service is Regionalized	Number of Staff Members Who Are Regionalized
Elementary School Guidance Services	5	14
Secondary School Guidance Services	7	33
School Psychological Services	3	15
School Social Work Services	4[1]	15

total of 14 elementary school guidance supervisors regionalized. Seven states reported secondary school guidance services had been decentralized into regions, involving a total of 33 secondary school guidance supervisors.

Three states had regionalized school psychological services, involving 15 staff members, and 4 states had regionalized social work services, involving 15 supervisors. In Georgia, attendance services in the regional offices were handled by social workers.

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[1] Includes Attendance Services in Georgia.

Year Guidance/Pupil Personnel Services were Established within State Departments of Education

Table 16 reveals that the beginning of guidance services within many state departments of education is related to the passage of Federal legislation making possible the establishment of these supervisory services at the state level. The period between 1931 and 1940 showed 6 states established the supervision of secondary school guidance services, which is during the period when the United States Commissioner of Education authorized the use of funds from the Smith-Hughes and George-Deen Acts, for these purposes. The expansion of these supervisory services within state departments of education is also noted through the period of 1941 to 1950 when the United States Congress passed the George-Barden Act which authorized the further expansion of secondary school guidance supervision at the state level, as well as the establishment of vocational guidance services at the local level. It was during this period that 15 state departments of education established secondary guidance supervision. During the decade between 1951 and 1960,

TABLE 16

YEAR SUPERVISORY RESPONSIBILITY FOR PUPIL PERSONNEL SERVICES WAS ESTABLISHED IN STATE DEPARTMENTS OF EDUCATION

TYPE OF SERVICE	Number of States						
	Year Established						
	1916 & 1920	1921 & 1930	1931 & 1940	1941 & 1950	1951 & 1960	1961 & 1967	Not Reported
Elementary Guidance Services			1	5	9	32	3
Secondary Guidance Services	1	1	6	15	22	1	4
School Psychological Services	1		1	4	6	9	29
School Social Work Services	1		1	4	6	9	29
School Health Services		2	3	3	2	6	34
School Attendance Services	3	1			2	3	41
School Speech and Hearing Services			1		2		47
Total	6	4	13	31	49	60	

educational agencies, and 2 had been high school guidance directors.

The other 14 chief state supervisors were employed in various types of institutions and in many different types of jobs such as: research supervisor in private industry, high school principal, and curriculum director.

Table 19 reflects the educational qualifications of chief state guidance/pupil personnel supervisors by undergraduate and graduate majors. Only 8 were reported to have had undergraduate majors in the physical sciences, the remainder of them had undergraduate degrees in various fields of education and the social sciences. Twelve had majors in some field in the area of public education, psychology, the two fields of those reported to be most closely allied to pupil personnel services.

It is important to note that, 32 (62.7%) of the chief guidance/pupil personnel supervisors at the master's level had majored in guidance and counseling, 5 in educational administration, 2 in educational psychology, and 2 in pupil personnel services.

All of the chief state supervisors had at least a master's degree, and 13 held doctor's degrees. Of the 13 doctorate's, 9 (70%) were in the field of guidance and counseling. The other 4 doctoral degrees were in child guidance, educational psychology, general education, and educational administration. This information is shown in Table 19.

TABLE 19

UNDERGRADUATE AND GRADUATE MAJORS OF CHIEF STATE GUIDANCE/PUPIL PERSONNEL SUPERVISORS[1]

EDUCATIONAL AREA	Undergraduate Major		Graduate Major			
			Master's		Doctor's	
	Number of Super- visors	Percent of Super- visors	Number of Super- visors	Percent of Super- visors	Number of Super- visors	Percent of Super- visors
Agriculture	1	1.9				
Business Administration	5	9.8				
Business Agriculture	1	1.9				
Chemistry	1	1.9				
Child Guidance					1	7.7
Curriculum			1	1.9		
Economics	2	3.9				
Education	4	7.8	6	11.8	1	7.7
Educational Administration			5	9.8	1	7.7
Educational Psychology	1	1.9	2	3.9	1	7.7
English	4	7.8				
Geography	1	1.9				

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[1] In the 2 states with out a designated chief supervisor the senior guidance/pupil personnel supervisor was included in this study. Also Ohio reported 2 chief guidance/pupil personnel supervisors making a total of 51 chief supervisors.

TABLE 19--Continued

EDUCATIONAL AREA	Undergraduate Major		Graduate Major			
			Master's		Doctor's	
	Number of Super-visors	Percent of Super-visors	Number of Super-visors	Percent of Super-visors	Number of Super-visors	Percent of Super-visors
Guidance and Counseling			32	62.7	9	70.0
History	4	7.8	1	1.9		
Home Economics	1	1.9				
Industrial Arts Education	2	3.9	1	1.9		
Mathematics	3	5.8				
Physical Education	1	1.9				
Psychology	2	3.9				
Pupil Personnel Services			2	3.9		
Science	3	5.8				
Social Science	9	17.6				
Vocational Education	1	1.9	1	1.9		
Elementary Education	2	3.9				
Not Reported	3	5.8				
Total	51	99.9	51	99.7	13	100.0

Educational Qualifications of State Staff[1] Responsible for the Administration and Supervision of Each of the Pupil Personnel Services

School Guidance Services

States provided information on 146 staff members responsible for the administration and supervision of guidance services. Table 20 reflects the fact that 27 of these staff members had undergraduate majors in the exact sciences, 36 in education, with the remainder in social science fields. Of the 146 supervisors, 5 majored in psychology, 5 in music, 1 in art, and 1 in pre-medicine, and 2 in pre-law.

All of the 146 supervisors had at least a master's degree, and 8 of them had doctor's degrees. Three-fourths, or 109 of the master's degrees were in the field of guidance and counseling, and one-fifth, or 29 were in general education. The other master's degrees were in the following fields: agronomy, child guidance, music education, pupil personnel services, social work, student personnel work, vocational education, and social sciences.

Five of the 8 doctorates were in the field of guidance and counseling or pupil personnel services, 2 were in educational

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[1] Excludes chief guidance/pupil personnel supervisors. The Tables in this part (21 through 26) only include the information on 219 guidance/pupil personnel supervisors who were under the administrative direction of the chief state guidance/pupil personnel supervisor. There were 183 additional supervisors who were not reported, in psychological services, social work services, health services, attendance services and other related pupil personnel services (see Table 10) who were not under the administrative direction of chief state guidance/pupil personnel supervisors.

TABLE 20

UNDERGRADUATE AND GRADUATE MAJORS OF STAFF MEMBERS RESPONSIBLE FOR THE SUPERVISION OF SCHOOL GUIDANCE SERVICES

Educational Area	Undergraduate Major	Graduate Major			
	Bachelor's	Master's		Doctor's	
	Number of Supervisors	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
Accounting	1				
Agriculture	3				
Agronomy		1	6.8		
Art	1				
Biology	5				
Business Admin.	3				
Business Educ.	4				
Chemistry	2				
Economics	1				
Education:					
General	13	13	8.9	1	12.5
Admin.		15	10.3	2	25.0
Elem.	11				
Sec.	4	1	6.8		
Engineering	1				

TABLE 20--Continued

Educational Area	Undergraduate Major	Graduate Major			
	Bachelor's	Master's		Doctor's	
	Number of Supervisors	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
English	12				
Foreign Language	1				
Geology	1				
Guidance & Counseling		109	74.6	4	50.0
Child Guidance		1	6.8		
History	7				
Home Economics	1				
Language Arts	1				
Mathematics	10				
Music Educ.	5	1	6.8		
Physical Education	8				
Pre-Law	2				
Pre-Medicine	1				
Psychology	5				
Pupil Personnel		1	6.8	1	12.5
Science	4				
Social Science	29	1	6.8		
Social Work		1			

TABLE 20--Continued

Educational Area	Undergraduate Major	Graduate Major			
	Bachelor's	Master's		Doctor's	
	Number of Supervisors	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
Speech	1				
Student Personnel Work		1	6.8		
Vocational Education	8	1	6.8		
Zoology	1				
Total	146	146	100.0	8	100.0

administration, and one in general education.

School Psychological Services

There were 10 state supervisors responsible for the administration and supervision of psychological services, state departments of education reported. One-half, or 5, of these personnel had an undergraduate major in psychology, 2 in general education, 1 in economics, 1 in English, and 1 in social science.

There were 9 who had master's degrees, 6 with doctorate's, and 1 with a bachelor's as the highest degree. All but one of the master's degrees were in psychology, and all the doctorate's were in psychology, or counseling (Table 21).

School Social Work Services

Table 22 indicates that all 9 of the supervisors of school social work services had undergraduate majors in the social sciences, humanities, and in education. The highest degree any of them held was a master's degree, all of which were in the field of social work.

School Health Services

There were 10 supervisors of school health services reported by state departments of education (Table 23). Six of these supervisors had master's, and 3 held doctor's degrees.

TABLE 24

UNDERGRADUATE AND GRADUATE MAJORS OF STAFF MEMBERS RESPONSIBLE FOR THE SUPERVISION OF RELATED PUPIL PERSONNEL SERVICES

Educational Area	Undergraduate Major	Graduate Major			
	Bachelor's	Master's		Doctor's	
	Number of Supervisors	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
Agriculture	1				
Business Admin.	2				
Chemistry	1				
Commerce	1				
Economics	1				
Education:					
General	3	2	5.1		
Admin.		2	5.1		
Elem.	2	1	2.6		
Sec.	1				
English	6				
Guidance & Counseling		22	56.4	7	77.8
History		1	2.6		

TABLE 24--Continued

Educational Area	Undergraduate Major	Graduate Major			
	Bachelor's	Master's		Doctor's	
	Number of Supervisors	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
Mathematics	7	2	5.1		
Measurement & Eval.				1	11.1
Music	2				
Physical Education	1				
Psychology	3	9	23.1		
Science	1				
Social Science	5				
Speech	1				
Student Personnel				1	11.1
Vocational Educa.	2				
Unreported	1				
Total	41	39	100.1	9	100.1

Educational Qualifications of the Total State Guidance/Pupil Personnel Supervisory Staff

Information on the educational qualifications of the 270 state guidance/pupil personnel supervisors that were reported, including the chief supervisors, is shown in Table 25.

The undergraduate major of guidance/pupil personnel supervisors is quite varied, however, slightly over one-half of them had undergraduate majors in either education, areas related to pupil personnel services, and in the social sciences.

The master's degree level is where the commonality of educational background appears. Sixty-two percent of the guidance/pupil personnel supervisors had obtained master's degrees in guidance and counseling, and an additional 14.2 percent in the general pupil personnel services area.

At the doctorate level, 80 percent of the degrees were in the pupil personnel services area. The 3 doctorate's in the science field included 2 medical doctors, and 1 dentist.

Educational Experience of the Total State Guidance/Pupil Personnel Supervisory Staff

Over 70 percent of the state department of education guidance/pupil personnel supervisory staff had only five years or less experience in their positions as state supervisors (Table 26), and approximately 88%, or 237 supervisors, had been in their positions for more than 20 years. The mean years in

TABLE 25

UNDERGRADUATE AND GRADUATE MAJORS OF THE TOTAL STATE GUIDANCE/PUPIL PERSONNEL SUPERVISORY STAFF[1]

Educational Area	Undergraduate Major		Graduate Major			
	Bachelor's		Master's		Doctor's	
	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
Education:						
General	44	16.3	26	9.7	2	5.1
Administration			24	9.1	3	7.7
Vocational Education	14	5.2	3	1.2		
Humanities: (Art, English, Foreign Language, Music, Speech)	34	12.6	1	.4		
Pupil Personnel Services:						
Child Psychology and Guidance			1	.4	1	2.6
Clinical Psychology					1	2.6
Educational Psychology	1	.4	4	1.5	2	5.1
General Psychology	16	5.9	15	5.7	3	7.7
Guidance and Counseling			163	62.0	21	53.8
Measurement and Evaluation					1	2.6
Nursing and Health	5	1.9	4	1.5		
Pupil Personnel Services			3	1.2	1	2.6

TABLE 25--Continued

Educational Area	Undergraduate Major		Graduate Major			
	Bachelor's		Master's		Doctor's	
	Number of Super-visors	Percent of Super-visors	Number of Super-visors	Percent of Super-visors	Number of Super-visors	Percent of Super-visors
Speech and Hearing	2	.7				
Social Work			9	3.4		
Student Personnel Work (Higher Education)			1	.4	1	2.6
Science: (Agronomy, Biology, Chemistry, Engineering, Geology, Math, Pre-Dental, Pre-Medical, Zoology)	49	18.1	4	1.5	3	7.7
Social Science: (History, Political Science, Pre-Law, Social Science, Sociology)	61	22.6	4	1.5		
Residual: (Agriculture, Business, Commerce, Economics, Home Economics)	39	14.4	1	.4		
Not Reported	5	1.9				
Total	270	100.0	263[2]	99.9	39	100.1

[1] Includes Chief Guidance/Pupil Personnel Supervisors.

[2] Seven with only bachelor's degrees.

TABLE 26

EDUCATIONAL EXPERIENCE OF THE TOTAL STATE GUIDANCE/ PUPIL PERSONNEL SUPERVISORY STAFF[1]

Years of Educational Experience	TYPES OF EDUCATIONAL EXPERIENCE			
	Experience in State Level Supervision of Guidance/ Pupil Personnel Services		Total Educational Experience	
	Number of Supervisors	Percent of Supervisors	Number of Supervisors	Percent of Supervisors
Less than 1	22	8.1	2	.7
1 - 5	168	62.2	18	6.7
6 - 10	47	17.4	73	27.0
11 - 15	11	4.1	51	18.9
16 - 20	10	3.7	59	21.9
21 - 25	4	1.5	22	8.1
26 - 30	4	1.5	19	7.1
Over 30	0	0	22	8.1
Not reported	4	--	4	--
Mean Years of Educational Experience	5.0		15.5	

state level guidance/pupil personnel supervision was calculated to be 5.0 years.

While Table 26 clearly indicates that guidance/pupil personnel supervisors are relatively new in their state level supervisory positions, it shows their total educational experience has been substantially longer. The mean years of total educational experience was reported to be 15.5 years, and almost one-fourth were reported to have had over 20 years educational experience. Only 20 supervisors (7.7%) had 5 years or less educational experience.

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[1] Includes Chief State Guidance/Pupil Personnel Supervisors.

Educational Positions Held by All State Guidance/Pupil Personnel Supervisors Immediately Prior to their State Positions[1]

Positions in pupil personnel services in local educational agencies were held by 190, or 70.4 percent, of the state guidance/pupil personnel supervisory staff immediately prior to their present positions (Table 27). An additional 14.5 percent held positions as school administrators or teachers in local educational agencies prior to their state level job. A total of 229, or almost 85 percent, of all state supervisors held positions in local educational agencies immediately prior to their position as supervisors in state departments of education.

The next most frequent source of state guidance/pupil personnel supervisors was the university. Higher education provided 6.6 percent of all supervisors. Two came from business and industry, and 15 from such various places as public welfare, public health, students in universities, and business and industry.

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[1] Includes Chief State Guidance/Pupil Personnel Supervisors.

TABLE 27

EDUCATIONAL POSITIONS HELD IMMEDIATELY PRIOR TO APPOINTMENT BY THE TOTAL GUIDANCE/PUPIL PERSONNEL SUPERVISORY STAFF[1]

PRIOR POSITION	NUMBER	PERCENT
University Level:		
Administration	3	1.1
Teaching	12	4.4
Student Personnel Services	3	1.1
Local Educational Agency Level:		
Administration	31	11.5
Teaching	8	3.0
Pupil Personnel Services	190	70.4
State Level:		
Administration	3	1.1
Pupil Personnel Services	0	0
Business and Industry	2	.7
Other:		
(Includes Public Health, Dental Hygienist, Business, Industry, Public Welfare, Student)	15	5.6
Unreported	3	1.1
Total	270	100.0

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[1] Includes Chief Guidance/Pupil Personnel Supervisors.

TABLE 30

CLERICAL AND NONPROFESSIONAL SUPPORTIVE PERSONNEL EMPLOYED IN THE GUIDANCE/PUPIL PERSONNEL PROGRAM IN STATES WITH ONLY GUIDANCE SERVICES AT THE STATE LEVEL (22 STATES)

Type of Personnel	Number of Personnel	Total Number of Man-Months	Mean Number of Man-Months Per State
Clerical	54	566	25.7
Auditor	1	12	--
Stock Room Clerk	1	12	--
Test-Scoring Person	1	12	--
Total	57	602	27.4

TABLE 31

CLERICAL AND NONPROFESSIONAL SUPPORTIVE PERSONNEL EMPLOYED IN THE GUIDANCE/PUPIL PERSONNEL PROGRAM IN ALL 50 STATES

Type of Personnel	Number of Personnel	Total Number of Man-Months	Mean Number of Man-Months Per State
Clerical	211	3212	64.2
Accountant	1	12	--
Auditor	1	12	--
Bookkeeper	1	12	--
Statistical Technician	1	12	--
Stock Room Clerk	1	12	--
Test-Scoring Person	1	12	--
Total	217	3284	65.7

clerk, and 1 test-scoring person. A total of 3,284 man-months of clerical and nonprofessional supportive time was rendered, of which 3,212 was clerical time. The mean number of man-months per state for clerical assistance was 64.2, or a full-time equivalent of 5.4 persons per year. The mean number of man-months for clerical and nonprofessional supportive personnel amounted to 65.7, or a full-time equivalent number of 5.5 persons per year.

Financial Expenditures for State Level Administration and Supervision of Guidance/Pupil Personnel Services

The financial expenditure for state level administration and supervision of guidance/pupil personnel services is shown in Table 32.

State departments of education reported spending a total of $15,651,800 for the administration and supervision of pupil personnel services during the period from July 1, 1966 to June 30, 1967. Of this amount $3,071,400 (54.3%) was utilized for the salaries of professional guidance/pupil personnel supervisors, $990,700 (17.5%) for salaries of clerical and nonprofessional supportive personnel, and $1,589,700 (28.1%) for all other related guidance/pupil personnel services other than salaries.

Funds for the support of state level guidance/pupil personnel administration and supervision came from four different sources. Slightly over one-half of the funds came from NDEA

TABLE 32

FINANCIAL EXPENDITURES FOR STATE LEVEL ADMINISTRATION AND SUPERVISION OF GUIDANCE/PUPIL PERSONNEL SERVICES BY STATE DEPARTMENTS OF EDUCATION, BY CATEGORIES OF EXPENDITURES, AND BY SOURCE OF FUNDS

Expenditure Category	SOURCE OF FUNDS									
	State		NDEA V-A		ESEA V		Vocational Education Act		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Salaries of all Professional Guidance/Pupil Personnel Staff	1,218,700	39.6	1,566,100	50.9	71,700	2.3	214,900	7.0	3,071,400	99.8
Salaries of Secretarial and Nonprofessional Supportive Staff	458,300	46.3	465,900	47.0	19,300	1.9	47,200	4.8	990,700	100.0
Other Related Guidance/Pupil Personnel Expenditures	541,800	34.1	846,300	53.2	45,900	2.8	155,700	9.8	1,589,700	99.9
Total	2,218,000	39.2	2,878,300	50.9	136,900	2.4	417,800	7.4	5,651,800	99.9

Title V-A, 39.2 percent from state sources, 7.4 percent from the Vocational Education Act of 1963 and 2.4 percent came from the Elementary and Secondary Act, Title V.

The average cost per state for the total administration and supervision of guidance/pupil personnel services was calculated to be $113,036 and the average cost to support each of the 394 full-time equivalent number of professional guidance/pupil personnel supervisors was $14,345.

Number of Pupil Personnel Specialists Employed by Local Educational Agencies, and State Departments of Education Supervision of these Personnel

State departments of education reported (Table 33) that there were 80,195 pupil personnel specialists employed by local educational agencies, with a full-time equivalent number of 65,840.

All 50 state departments of education reported that elementary and secondary school guidance counselors were employed by local educational agencies in their states. It was also reported that at the local level 8 of the states did not employ any school psychologists, 12 did not employ any school social workers, 25 no attendance workers, and 18 employed no school nurses. Only 6 states reported that school psychometrists were employed in local educational agencies, and 13 reported that other medical personnel were employed by local educational

TABLE 33

TOTAL NUMBER OF PUPIL PERSONNEL SPECIALISTS EMPLOYED BY LOCAL EDUCATIONAL AGENCIES DURING THE PERIOD FROM JULY 1, 1966, TO JUNE 30, 1967, IN THE 50 STATES

Types of Pupil Personnel Specialists[1]	Pupil Personnel Specialists Employed at the Local Level in the 50 States				Number of States Where Pupil Personnel Specialists Were Employed
	Number	Percent	Full-Time Equivalent	Percent	
1	2	3	4	5	6
Elementary School Counselors	4,728	5.9	3,729[2]	5.7	50
Secondary School Counselors	43,901	54.7	35,550[3]	54.0	50
School Psychologists	4,163[4]	5.2	3,821[5]	5.8	42
School Social Workers	4,776[6]	6.0	4,510[7]	6.8	38
School Attendance Workers	5,783[8]	7.2	4,695[9]	7.1	25
School Nurses	12,625[10]	15.7	12,006[11]	18.2	32
School Psychometrists[16]	573[12]	.7	540[13]	.8	6

TABLE 33--Continued

Other School Medical Personnel	3,646[14]	4.6	989[15]	1.5	13
Total[17]	80,195	100.0	65,840	99.9	

[1] Does not include speech and hearing personnel since they were not all reported.

[2] Full-time equivalent numbers in Texas are estimates by the state.

[3] Full-time equivalent numbers in Texas are estimates by the state.

[4] Numbers in Arizona, California, Massachusetts, and Oklahoma, are estimates by the states.

[5] Full-time equivalent numbers in Arizona, California, Massachusetts, Oklahoma, and Texas are estimates by the states.

[6] Numbers in Arizona, California, Oklahoma, and Tennessee are estimates by the states.

[7] Full-time equivalent numbers in Arizona, Arkansas, California, Oklahoma and Texas are estimates by the states.

[8] Numbers in Arizona, Massachusetts, Oklahoma, and Washington are estimates by the states.

[9] Full-time equivalent numbers in Arizona, Massachusetts, Oklahoma, and West Virginia are estimates by the states.

[10] Numbers in California, Oklahoma, Tennessee and Washington are estimates by the states.

[11] Full-time equivalent numbers in California, Idaho, Iowa, Oklahoma, Tennessee and Washington are estimates by the states.

[12] Numbers in California are estimates by the state.

[13] Full-time equivalent numbers in California are estimates by the state.

[14] Numbers in Tennessee were estimates by the state, and were unknown in Illinois.

agencies. While many local educational agencies do not employ nurses or other medical personnel, these services are frequently available to students from state health departments. In these circumstances, however, state department of education guidance/ pupil personnel supervisory staff members were not responsible for their supervision.

Of the 80,195 pupil personnel specialists employed by local educational agencies 43,901 (54.7%) were secondary school counselors, and 4,728 (5.9%) were elementary school counselors. Combining these figures means that 48,629, or 60.6 percent of all pupil personnel specialists were school counselors.

The ratio of pupil personnel specialists to the total number of elementary and secondary school pupils amounted to 1 specialist for every 652 pupils. The elementary pupil-counselor ratio was 1 to 7,275, and the secondary pupil-counselor ratio was 1 to 448.

Column 4 in Table 33, which reports the full-time equivalent numbers of pupil personnel specialists shows that 35,550, or 54.0 percent, were secondary school counselors,

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[15] Full-time equivalent numbers in Tennessee, Texas, Washington, and West Virginia are estimates by the states.

[16] In most local educational agencies psychometric functions were performed by school psychologists.

[17] Since only a few of the state departments of education included speech and hearing in their pupil program these numbers were not reported.

employed in these states.

There were 17 states with supervisors of attendance that employed 4,038 school attendance workers, or 56.8 percent of all school attendance workers employed by local educational agencies.

While only 18 states reported that state-level personnel were employed to provide some supervision of school nursing, 6,978, or 91.9 percent of all school nurses, were employed in these states. These same states reported supervisory personnel for the 3,443 other medical personnel. An analysis of the questionnaires, however, revealed that most of those state personnel reported as working in the health services area were spending minimal time in supervising health services, but rather were supervising the physical education and health curriculum areas.

The same 25 state departments of education providing supervision of school psychological services also provided for the supervision of the 424 psychometrists employed by local educational agencies. Only 64.9 percent of the psychometrists were in states with state level supervisors of these services.

A total of 70,614 or (86.4%) of the pupil personnel specialists employed by local educational agencies were in states where state departments of education had state level guidance/pupil personnel supervisors employed and responsible for their supervision. The full-time equivalent number of these pupil personnel specialists was reported to be 57,480 (85.5%).

Table 35 reports information on the number of pupil personnel specialists employed by local educational agencies in states where state level guidance/pupil personnel supervisors were not employed to provide for the supervision of these personnel. This Table presents the additional information discussed in connection with Table 34.

TABLE 35

NUMBER OF PUPIL PERSONNEL SPECIALISTS EMPLOYED BY LOCAL EDUCATIONAL AGENCIES DURING THE PERIOD FROM JULY 1, 1966, TO JUNE 30, 1967, IN STATES WITHOUT STATE LEVEL GUIDANCE/PUPIL PERSONNEL SUPERVISORY PERSONNEL EMPLOYED TO BE RESPONSIBLE FOR THEIR SUPERVISION

Types of Pupil Personnel Specialists[1]	Pupil Personnel Specialists Employed at the Local Level in States Without State Supervisors Employed and Responsible for Their Supervision				Number of States Where Pupil Personnel Specialists Were Employed
	Number	Percent	Full-Time Equivalent	Percent	
1	2	3	4	5	6
Elementary School Counselors	5	.06	5	1.3	1
Secondary School Counselors	0	0	0	0	0
School Psychologists	525	14.4	423	12.5	25
School Social Workers	1,307	32.2	1,127	33.3	27

TABLE 35--Continued

School Attendance Workers	1,745	43.2	1,208	34.6	33
School Nurses	5,647	18.1	5,272	7.8	32
Other School Medical Personnel	203	5.9	185	23.0	32
School Psychometrists	149	35.1	140	35.0	25
Total	9,581	13.6	8,360	14.5	

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[1] Does not include speech and hearing personnel since they were not all reported.

CHAPTER VI

RESEARCH FINDINGS: FUNCTIONS OF STATE DEPARTMENTS OF EDUCATION WITH RESPECT TO GUIDANCE/PUPIL PERSONNEL SERVICES

This chapter presents findings relating to some of the functions of state departments of education with respect to guidance/pupil personnel supervisory services including: (1) visiting educational institutions, (2) conducting inservice education activities for local level pupil personnel specialists, (3) relating the state guidance/pupil personnel supervisory staff to the professional guidance associations, and (4) conducting state wide testing programs within the state.

Institutions Visited by Guidance/Pupil Personnel Supervisory Staff Members

An important function of state departments of education is working with professional staff members in educational institutions within the state. Visits to these institutions include such purposes as staff development activities, institutional evaluation, research, staff certification, and other related staff and institutional development activities.

Table 36 shows the number of educational institutions in the states, and the number and percent of these institutions visited by state guidance/pupil personnel supervisory staff members, for purposes related to the supervision of pupil personnel services within the state.

State departments of education reported that the state guidance/pupil personnel supervisory staff visited only 2,823, or 3.8 percent, of the elementary schools in the states. This reflects the relatively meager efforts states are making in the areas of elementary pupil personnel services. This fact is contrasted to the 8,889, or 33.3 percent, of the secondary schools that were visited. State departments of education are still making a considerably greater effort at strengthening secondary pupil personnel services than they are making to improve these services at the elementary level. This is an unfortunate fact since there are almost twice as many elementary school pupils as secondary, and almost 5 times as many elementary schools, with the level of development of these services at the elementary school level being very minimal.[1, 2]

There were 256 four-year colleges and universities visited for purposes related to the administration and supervision of pupil personnel programs, which represents 19.3 percent of all reported colleges and universities. In addition to these

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[1] See Committment to Youth, op. cit., pp. 41-43.

[2] Louise Omwake Eckerson, and Hyrum L. Smith, "Scope of Pupil Personnel Services," U.S. Department of Health, Education and Welfare. Washington: U.S. Government Printing Office, 1966. pp. 9-21.

TABLE 36

EDUCATIONAL INSTITUTIONS VISITED BY STATE GUIDANCE/ PUPIL PERSONNEL STAFF MEMBERS

Type of Institution	Total Number of Institutions[1,2]	Number Visited for Guidance Purposes	Percent of Institutions Visited
Public Elementary Schools	73,400	2,823[3]	3.8
Public Secondary Schools	26,700	8,889[4]	33.3
Public & Private Colleges & Universities (4 year)	1,346	256	19.3
Public & Private Jr. Colleges & Technical Institutes (2 year)	740	188	25.4

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[1] U.S. Department of Health, Education, and Welfare, Office of Education, Opening Fall Enrollments in Higher Education 1966, Washington: U.S. Government Printing Office, 1967.

[2] Carol Joy Hobson and Samuel Schloss, Fall 1966 Statistics of Public Elementary and Secondary Day Schools, U.S. Department of Health, Education and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1967.

[3] Alaska, Hawaii, New York and Wisconsin did not report visits.

[4] Hawaii, New York and Wisconsin did not report visits.

visits, 25.4 percent of all the junior colleges and technical institutes were visited by state staff members.

Distribution of Staff Time

How the total guidance/pupil personnel supervisory staff distributed their time is reported in Table 37.

Ten states reported staff members spending between 31 and 40 percent of the total staff time in working with elementary schools, 8 states between 41 and 50 percent, 13 between 21 and 30 percent, 13 between 11 and 20 percent, and 2 spending 10 percent or less. Only 4 states reported spending more than 50 percent of their staff time at the elementary school level, while 2 states reported spending between 71 and 80 percent of their time at this level.

At the secondary school level, 26 states reported spending up to 10 percent of the staff time in visiting secondary schools. Thirteen states reported that their guidance/pupil personnel supervising staff spent between 11 and 20 percent of their time, and 8 between 21 and 30 percent, 3 between 31 and 40 percent, and none reported spending more than 40 percent of the staff time working with secondary schools.

Only 7 state departments of education reported that more than 10 percent of the guidance/pupil personnel supervisory staff time was spent working with 4 year colleges and universities. One state reported its staff spent between 31 and 40 percent of their staff time at the higher educational level.

TABLE 37

PERCENT OF TIME SPENT BY THE TOTAL GUIDANCE/PUPIL PERSONNEL SUPERVISORY STAFF IN VISITING EDUCATIONAL INSTITUTIONS OR ENGAGING IN GUIDANCE RELATED ACTIVITIES

Percent of Time Spent	ADMINISTRATIVE AND SUPERVISORY ACTIVITIES					
	Supervisory & Consultative Services to Elementary Schools	Supervisory and Consultative Services to Secondary Schools	Supervisory and Consultative Services to Post High School Educational Institutions	Work with Professional Guidance Associations	Work with Business, Industry, Community Groups, and Related Activities	Administrative[1] Activities
	NUMBER OF STATES					
1 - 10	2	26	43	47	46	7
11 - 20	13	13	6	3	4	6
21 - 30	13	8				8
31 - 40	10	3	1			11
41 - 50	8					7
51 - 60	1					8
61 - 70	1					1
71 - 80	2					1
81 - 90						1
91 - 100						

[1] Administrative activities include: development of materials, research and evaluation, automatic data processing, administration of testing programs, state department committees and meetings, administrative, regulatory and reporting activities, and planning and conducting conferences, workshops and other group activities.

Very little time was spent working with professional guidance associations. A majority of the states reported spending between 1 and 2 percent of the staff time in this capacity,[1] and only 3 states spent more than 10 percent of the staff time with these associations. Approximately an equal amount of time was spent with business, industry, and community groups.

There was a great deal of variation in the amount of time states spent on administrative activities. One state reported spending between 81 and 90 percent of the staff time on administrative activities, one state between 71 and 80 percent, 1 between 61 and 70 percent, and 8 between 51 and 60 percent. Twelve states reported spending over 50 percent of the staff time on administrative activities.

It is important to note, however, that there were 13 states spending less than 20 percent of their staff time on administration, and 7 spending 10 percent or less, on this type of activity.

A further refinement of the information presented in Tables 36 and 37 is shown in Table 38. Table 38 reflects the importance state departments of education attach to selected types of institutional visits and other activities related to the supervision and administration of the pupil personnel program. States were asked to rank the 17 activities in order

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[1] See Appendix B.

TABLE 38

SELECTED TYPES OF INSTITUTIONS VISITED, ACTIVITIES ENGAGED IN, AND THE RANK ORDER OF ACTUAL TIME SPENT, BY THE TOTAL GUIDANCE AND PUPIL PERSONNEL STAFF DURING THE YEAR[1]

Type of Activity	Number of States Ranking Activity in Order of Actual Time Spent																	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Visiting Elementary Schools	1	32	9	3	2		2					1						
Visiting Secondary Schools	1	4	20	6	3	1	2	2	2	3	2	3	1					
Visiting School District Offices, Private Schools, Special Schools, and ESEA Title I and III Projects	41	1					1		1		1	1	1	2				1
Visiting Colleges & Universities (4 yr)	3			4	1	5	3	5	7	6	5	5	1	2		2		1
Visiting Vocational-Technical Schools (non-college credit)	11			1	3		3	2	1	7	3	1	10	5	3			
Visiting Jr. Colleges & Technical Institutes (2 yr)	8			1			3	4	5	2	5	6	4	6	4		2	
Working with Professional Guidance Associations	3	1	1	1	3	4	6	3	10	5	6		6				1	
Working Business, Industry, Community Groups, Civic Groups, Nongovernmental Agencies and Related Activities	2				1	2	1	6	6	3	7	4	10	6	2			

TABLE 38--Continued

	Type of Activity	Number of States Ranking Activity in Order of Actual Time Spent																	
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Administrative Activities	Development of Materials	2	1	3	4	14	5	6	2	3	3	2	2	1	1	1			
	Planning and Conducting Conferences, Workshops and Other Related Activities	1	2	4	18	10	7	2	4	1					1				
	State Department Committees and Meetings	2	2	4		1	6	8	7	9	3	2	4		1	1			
	Administrative Regulatory & Reporting	2	6	3	5	7	8	7	1	1	6	2	1	1					
	Testing	7	3	4	2	2	4	1	2	1	2	4	5	2	2	5	1		
	Research & Evaluation	3			3	1	7	2	8	1	6	6	7	2	2		1	1	
	Automatic Data Processing	8	1	1	1				1			2	6	5	8	12	4		1
Other Activities	Curriculum, Development, School Accreditation	44											1	1	1		1	1	1
	Other State Agencies, O.E.O. Programs, Vocational Rehab.	43				1									1	2	1		

of actual time spent by the total guidance/pupil personnel supervisory staff.

While relatively few elementary schools were visited by the state guidance/pupil personnel supervisory staff (Tables 36 and 37), 32 state departments of education, nevertheless, ranked visitations to elementary schools as number one in time spent, and therefore in importance. An additional 9 states ranked visitations to elementary schools as number 2. Only one state department of education did not spend any time in visiting elementary schools.

A considerably greater variation among the states was reported in connection with visits to secondary schools. There were 4 states that ranked visitation to secondary schools number 1 in total time spent, and 20 ranked secondary school visitations second. Almost one-half the states considered this type of activity either first or second in actual time spent.

A few of the states considered visitations to school district offices, private schools, or special projects as being important, however, only one state ranked this type of activity as being number one.

The time state staff members spent in visiting post-high school educational institutions varies considerably also. Four states ranked visiting colleges and universities (4 year) number 3, one ranked it number 17, and 3 did not rank this activity at all.

There were 11 states that did not rank visiting vocational and technical schools at all. In several of these states there were none of these institutions in the state. There were no visitations made to the others. Seven states ranked this activity number 9, and 10 ranked it number 12.

Visitations to junior colleges and technical institutes were varied, with 8 states not spending any time with these institutions, and 27 states ranking this activity between 10 and 16.

Considerably less time was spent by the guidance/pupil personnel staff in working with professional guidance associations, than with elementary or secondary schools. A rank of 8 was reported to be the mode.

One state ranked working with business, industry, and community groups as number 4, with 12 as the mode rank.

Time spent by the total guidance/pupil personnel staff in administrative types of activities indicates that only one state ranked spending time in the development of pupil personnel related materials as number 1, and planning and conducting conferences, workshops, and meetings were ranked number 1 by 2 state departments of education. Administrative regulatory and reporting activities were ranked number 1 by 6 states, testing activities number 1 by 3 states, and automatic data processing number 1 by 1 state.

Inservice Education Activities

Only four state departments of education reported that they did not conduct any type of inservice education activity for local level pupil personnel specialists in the state, and several states held conferences and workshops involving several different topics throughout the year's inservice program. School counselors were included in all 46 states where inservice education programs were conducted. There were 24 state departments of education (48%) that included inservice education programs for school psychologists, 20 (40%) conducted these activities for school social workers, 8 states included school nurses, 3 states involved school medical personnel, and 10 included school speech and hearing personnel. There were 6 states that involved other related guidance/pupil personnel specialists in their inservice education programs (Table 39).

Table 40 presents the subject content of the inservice education programs conducted by state departments of education. There were 32 different topics included during the year, with the most frequent topic concerning elementary guidance services. There were 15 states that included elementary guidance services in their inservice programs. Eleven states included vocational guidance services, 9 involved testing programs, and 9 general guidance services. The next most frequent topic was guidance and counseling, which was included in 6 states. Financial aid and college admissions were included by 4 states, with pupil personnel services and special education services also being

TABLE 39

INSERVICE EDUCATION PROGRAMS CONDUCTED BY STATE GUIDANCE/ PUPIL PERSONNEL SUPERVISORY STAFF MEMBERS FOR LOCAL PUPIL PERSONNEL SPECIALISTS[1]

Pupil Personnel Specialists	States Conducting Inservice Education Activities	
	Number	Percent
School Counselors	46	90
School Psychologists	24	48
School Social Workers	20	40
School Nurses	8	16
School Attendance Personnel	7	14
Other School Medical Personnel	3	6
School Speech & Hearing Personnel	10	20
Other Guidance/Pupil Personnel Specialists	6	12

conducted in 4 states. Careers and occupations, world of work, occupational information, and counseling and guidance evaluation were included by 3 state departments of education.

There were 38 state departments of education that utilized consultants from outside the state department

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[1] Only 4 states did not conduct any inservice education activities for local level pupil personnel specialists.

TABLE 40

SUBJECT CONTENT OF INSERVICE EDUCATION ACTIVITIES CONDUCTED BY STATE DEPARTMENTS OF EDUCATION STAFF MEMBERS FOR LOCAL PUPIL PERSONNEL SPECIALISTS

Subject Content	Number of State Educational Agencies Conducting Types of Inservice Educational Activities
Attendance Services	1
Behavior Modification	2
Careers and Occupations	3
Confidentiality of Information, The Law and Counseling	2
Counseling	3
Counseling Girls	1
Counseling Dropouts	1
Elementary Counseling	2
Elementary Guidance Services	15
Elementary Guidance for Indians	1
Elementary Techniques	1
Employment Counseling	1
Financial Aid and College Admissions	4
Group Counseling	3
Group Techniques	2
Guidance for Indians	1
Guidance Services (general)	9
Guidance and Counseling	6
Guidance Evaluation	3
Guidance and the Disadvantaged	1

TABLE 40--Continued

Subject Content	Number of State Educational Agencies Conducting Types of Inservice Educational Activities
Jr. College Student Personnel	1
Pupil Personnel Services	4
Pupil Personnel Certification	1
Psychological Services	2
Role of the Elementary Counselor	1
Referral Organizations	1
School Nursing	1
Sensitivity Training	1
Social Work Methods	2
Speech and Hearing Services	2
Special Education Services	4
Teacher's Role in Counseling	2
Testing	9
Vocational Guidance	11
World of Work and Occupational Information	3

of education in conducting their inservice education programs.

Effective inservice education programs generally involve some financial expenditures. Table 41 shows the source of funds states used in conducting their inservice education programs.

There were 41 states (82%) that utilized NDEA, Title

TABLE 41

SOURCE OF FUNDS USED TO CONDUCT INSERVICE EDUCATION ACTIVITIES FOR LOCAL LEVEL PUPIL PERSONNEL SPECIALISTS

ESEA Title V Funds		NDEA Title V-A Funds		Vocational Education Act Funds		State Funds		Other Funds[1]	
States		States		States		States		States	
No.	%	No.	%	No.	%	No.	%	No.	%
6	12	41	82	16	32	22	44	10	20

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[1] Other funds included funds from local educational agencies, state guidance associations, P.L. 88-164--Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, and P.L. 85-926--Education of Mentally Retarded Children.

V-A funds to carry out their inservice education programs, and 16 (32%) of the states included funds from the Vocational Education Act, and 6 (12%) used funds from ESEA, Title V. There were 22 (44%) which utilized state funds, and 10 (20%) of the states used funds from other sources. These included funds from local educational agencies, state guidance associations, P.L. 88-164, and P.L. 85-926.

Relationships Between State Guidance Associations and State Guidance/Pupil Personnel Staff

State departments of education reported that the constitutions of 24 professional guidance associations in the states made provisions for state guidance/pupil personnel supervisory staff members (generally the chief state supervisor), to serve in an official capacity in the professional guidance associations (Table 42). Thirteen (26%) of the states had a member of the state professional guidance/pupil personnel staff serving on the executive board or executive committee of the state professional guidance association. Five (10%) were serving as executive directors or executive secretaries, 5 in ex-officio advisory capacities, and 1 as trustee.

Of these 24 states with guidance/pupil personnel supervisory staff serving in an official capacity by constitutional provision in the state professional guidance association, all but one state reported they were not satisfied with their relationships. Kansas expressed the opinion that state guidance/

TABLE 42

STATES WHERE STATE LEVEL GUIDANCE/PUPIL SUPERVISORY STAFF SERVE BY CONSTITUTIONAL PROVISION IN AN OFFICIAL CAPACITY ON STATE PROFESSIONAL GUIDANCE ASSOCIATIONS

Official Capacity	Number of States	Percent of States
Executive Board or Executive Committee	13[1]	26
Executive Director or Executive Secretary	5	10
Ex-Officio	5	10
Trustee	1	2
Total	24	48

[1] In Ohio the chief state guidance/supervisor is a member of the executive committee of the Ohio School Counselors Association, a member of the executive board of the Ohio Association of Pupil Personnel Administrators, and Secretary of the Ohio Association of Counselor Education and Supervision. The State Director of Special Education is a member of the executive committee of the Ohio Psychologists Association.

pupil personnel supervisory staff members should be dues-paying members only.

In the 26 states where a number of the state guidance/pupil personnel supervisory staff was not, by constitutional provision, in an official capacity in the professional guidance association, 15 (58%) expressed the opinion that they should have staff members serving on the executive committee.

There were 6 states where staff members felt they should serve in an advisory capacity as they were presently serving, and staff members in 2 states felt they should serve in an ex-officio capacity. Two states were uncertain as to the type of relationship that should exist, and New Hampshire indicated that the state should function completely independent from the professional guidance association.

Even though members of the state guidance/pupil personnel supervisory staff serve in an official capacity, by constitutional provision, on the state professional guidance association, this fact does not assure that they will always be involved in the planning and coordinating of professional guidance association conferences and workshops. An evaluation of the data from Table 43 revealed that of the 24 state departments of education with staff members serving in official capacities on professional guidance associations, only 14 states reported always being involved in planning professional guidance association conferences and workshops. Conversely, of the 26 states where the state guidance/pupil personnel staff did not serve in an official capacity by constitutional provision, 14

TABLE 43

STATES WHERE STATE GUIDANCE ASSOCIATION CONFERENCES AND WORKSHOPS WERE PLANNED AND/OR CONDUCTED JOINTLY BY STATE STAFF AND PROFESSIONAL GUIDANCE ASSOCIATION STAFF

FREQUENCY	States With Joint Planning		States With Joint Conducting		States Where Both Planning & Conducting Always Occurred	
	Number	Percent	Number	Percent	Number	Percent
Always	28	56	22	44	22	44
Frequently	12	24	10	20	--	--
Sometimes	8	16	10	20	--	--
Never	2	4	8	16	--	--
Total	50	100	50	100	--	--

of these states reported always being involved in planning conferences and workshops with the professional guidance association staff.

Table 43 also shows that there were 28, or 56 percent, of the states where the state department of education staff and the professional guidance association staff always planned association conferences and workshops jointly. Only 22, or 44 percent, however, reported always conducting them jointly. These same 22 states always planned and conducted the association conferences and workshops jointly.

Twelve states reported that they frequently plan jointly, and 10 reported frequently conducting meetings jointly. There were 8 states that reported they sometimes planned conferences and workshops with the professional guidance associations, and 10 reported they sometimes conducted conferences and workshops jointly. There were only 2 states that reported that they never planned conferences and workshops with the professional guidance associations, and 8 reported that they never conducted meetings jointly.

Statewide Testing Programs

For purposes of this study, a statewide testing program was defined as a mandatory testing program required by state law, or by the State Board of Education, and required to be given to children in all local educational agencies within the state. This of course, excludes states with optional testing programs, or testing porgrams under NDEA, Title V-A. Every state plan under NDEA, Title V-A, has a testing program that is required in order for a local educational agency to receive Title V-A funds, however, this requirement only applies if a local educational agency elects to participate in a testing porgram, at which time Title V-A funds can be used to match local funds necessary for school testing programs.

Table 44 reports those states with statewide testing programs, the types of tests required to be given by local educational agencies, and grades where these tests must be given.

There were 8 states that reported statewide testing programs. Two of these states required that a multifactor test be given in grade nine. All but one of these states required giving an achievement test battery. The grades where these tests were to be given were varied, with South Carolina requiring an achievement test battery in grade nine, and Hawaii requiring an achievement battery to be given in nine of the 12 grades. Testing was required at both the elementary and secondary level in 6 of these states.

Six of the 8 states required giving a scholastic aptitude test to children in the public schools, with testing required at both the elementary and secondary levels in 4 of the states.

A single subject achievement test was required in 4 of the 8 states. One state required that single subject achievement tests be given at both the elementary and secondary school level, and 1 state required testing at the secondary level only. The other 2 states required testing at the elementary school level only.

TABLE 44

STATES WITH STATEWIDE TESTING PROGRAMS AS REQUIRED BY STATE LAW, OR STATE BOARD OF EDUCATION WITH THE TYPES OF TESTS AND GRADES WHERE TESTS WERE TO BE GIVEN

STATES	TYPE OF TEST			
	Multi-factor	Achievement Battery	Scholastic Aptitude	Single Subject Achievement
	Grades	Grades	Grades	Grades
California	-	6, 10	6, 10	1, 2, 3
Hawaii	9	2, 4, 5, 6, 7, 8, 10, 11, 12	2, 4, 5, 6, 8, 10, 12	-
New York	-	-	1	3, 5, 9, 10, 11, 12
North Dakota	-	4, 6, 8, 9, 11	-	-
Rhode Island	-	4, 6	4, 6	4, 6
South Carolina	9	9	9	-
Virginia	-	4, 9, 11	-	7
West Virginia	-	3, 6, 9, 11	3, 6, 9, 11	-

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the administrative organization, the supervisory functions, and the objectives, of state departments of education in the area of pupil personnel services. The specific focus in this study was to: (1) determine the scope of guidance/pupil personnel services in each of the state departments of education, (2) identify the objectives of the state guidance/pupil personnel unit, (3) identify the types of activities and services of the state guidance/pupil personnel services unit, (4) determine the administrative structure of the state department of education in relationship to the guidance/pupil personnel unit, and other units within the state department of education having related programs, (5) determine the cooperative relationships between the state guidance/pupil personnel unit, and the professional guidance associations in the state, (6) determine the experience and qualifications of the supervisory staff assigned to the state guidance/pupil personnel unit, (7) determine the financial expenditures for the supervision and administration of guidance/pupil personnel services within each state department of education, (8) determine the supervisory responsibilities of state departments of education with regard to pupil personnel specialists employed by local educational agencies, (9) determine the number of full and part time state guidance/pupil personnel supervisors, (10) analyze state level guidance/pupil personnel supervisory and administrative programs by grouping certain states with similar organizations and programs.

Literature pertinent to the development, organization, functions and objectives of state departments of education in the area of pupil personnel services was reviewed and reported in three main areas: (1) historical development of state departments of education and the development of pupil personnel services within these agencies, (2) growth of guidance/pupil personnel services of both the state and local level, and (3) the functions, objectives, staffing, and level of development of pupil personnel services within state departments of education.

The study included each of the 50 state departments of education, and covered the period from July 1, 1966 to June 30, 1967. The instrument used in the study was a detailed questionnaire consisting of 13 items. Each of the 50 states returned the questionnaire, after which follow-up procedures were utilized to correct and verify all information.

A summary of the research findings is reported under the three main topics: (1) objectives of state departments of education with respect to guidance/pupil personnel services,

(2) organization and administration of guidance/pupil personnel services within state departments of education, (3) functions of state departments of education with respect to guidance/pupil personnel services.

Objectives

1. There were 28 state departments of education whose only source of written objectives was the guidance, counseling and testing objectives in the NDEA, Title V-A state plan. In the other 22 states there were written objectives for the guidance/pupil personnel program in addition to the guidance, counseling and testing objectives as stated in the NDEA, Title V-A state plan. In all but a few of these states, however, these objectives were only for guidance services rather than for all the pupil personnel services.

2. State guidance/pupil personnel supervisors reported that the total supervisory staff was distributing its time among promotional, developmental, liaison and other objectives as they felt they should, with the exception that they were spending too much time on administrative types of objectives.

3. The improvement and strengthening of elementary guidance services were considered to be a major objective of 46 of the state departments of education. Improving and strengthening secondary guidance services was considered a major objective of 40 of the states, and the objective considered to

be third in order of importance was improving the competencies of guidance staff members for their roles in the guidance program at the local level. Only 5 states considered strengthening speech and hearing services as a major objective, and 6 reported strengthening attendance services as a major objective.

4. Twenty-two of the states reported that guidance services were the only pupil personnel functions of the state department of education. The other 28 states were organized to provide for the administration and supervision of two or more of the pupil personnel services, with only a few of these providing leadership in all of the pupil personnel services.

5. Of the selected pupil personnel objectives as stated by the Council of Chief State School Officers,[1] school guidance services were the only ones that were considered to be either major or minor objectives by all the state departments of education. Those objectives relating to psychological, social work, health, and attendance services were not considered to be either major or minor objectives in over half the states.

Organization and Administration

1. In almost four-fifths of the states (35), the guidance/pupil personnel services unit was located in a major instructional unit, with all the pupil personnel services coordinated in one guidance/pupil personnel services unit. In

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[1] These objectives were taken from Council of Chief State School Officers, Responsibilities of State Departments of Education for Pupil Personnel Services, a Policy Statement. Washington: The Council, 1960. These objectives are listed in the study questionnaire, p. 9, Appendix A.

the 10 states where guidance services were located in a major vocational education unit, the other pupil personnel services were divided among several other units within the state departments of education and without administrative coordination of these services.

2. In 24 of the states there was only one administrative person on a line-staff structure between the chief state guidance supervisor and the chief state school officer. There were 2 between the chief guidance/pupil personnel supervisor and the chief school officer in 19 states, and 3 between them in 7 states.

3. There were 402 state guidance/pupil personnel supervisors employed by state departments of education, and a full-time equivalent number of 394. The mean full-time equivalent number was calculated to be 7.9 persons per state.

4. The supervision of elementary and secondary guidance services was a function of all 50 state departments of education. There were 24 states with staff to supervise psychological services, 20 states with staff to supervise social work services, 18 states supervising health services, and 14 states with staff to supervise attendance services. There were 20 states that included speech and hearing services in the pupil personnel program, and 13 of these states provided for the supervision of these services. In the 22 state departments of education organized to provide for the supervision of guidance services

only, the mean number of guidance/pupil personnel supervisors per state was 3.4, and in the 28 states organized to provide for the supervision of 2 or more of the pupil personnel services the mean per state was 11.4 supervisors.

5. State departments of education did not agree on those services that should be included in the pupil personnel program. All 50 states considered elementary and secondary school guidance services to be included in the pupil personnel program, and 47 states considered psychological services to be part of the pupil personnel program. There were 46 of the states that included social work services, 41 health services, 35 attendance services, and 20 included speech and hearing services.

6. There were 45.5 full-time equivalent state level personnel assigned to supervise elementary guidance services in the 50 states, 122 to supervise secondary guidance services, 35 who supervised both elementary and secondary school guidance services, 48.5 in psychological services, 31.2 in social work services, 46.8 in health services, 16.8 in attendance services, and 22.1 in speech and hearing. There were additional speech and hearing personnel employed, however, under special education rather than pupil personnel services and consequently were not reported. There were 19 additional personnel assigned to student appraisal and psychometric services, 1 to junior college student personnel, and 6 to general pupil personnel services administration.

7. There were 39 states that employed vocational guidance supervisors, under the state plan for vocational education. In 19 of these states, the vocational guidance supervisors worked under the supervision of the director of vocational education rather than the chief guidance/pupil personnel supervisor, and were physically located in separate administrative units. In 20 of these states the vocational guidance supervisors employed under the state plan for vocational education were physically located in the same administrative unit and under the chief guidance/pupil personnel supervisor. The other 11 states did not employ vocational guidance supervisors under the state plan for vocational education.

8. In the 19 states employing vocational guidance supervisors under the state plan for vocational education, only 2 reported the supervisory services of the vocational guidance supervisor were coordinated and related with the other guidance/pupil personnel services through formal written agreements.

9. There were 104 vocational guidance supervisors employed at the state level, with 42 percent of them employed with funds from vocational education.

10. There were 5 states where 14 elementary guidance supervisors were regionalized and living in various regions in the state. Seven states had regionalized 33 secondary guidance supervisors, 3 states had 15 supervisors of psychological services regionalized, and 4 states reported the regionalization of 15 supervisors of social work services.

11. The years that state departments of education established guidance/pupil personnel services at the state level are closely related to the passage of Federal legislation which made it possible to employ state guidance supervisors. The period between 1956 and 1965 was the period when 71 of the states reported establishing one or more of the pupil personnel services at the state level. These periods relate to NDEA elementary and secondary guidance legislation.

12. On the average, chief guidance/pupil personnel supervisors had been in their positions 8.6 years, and the average total years of educational experience for them was 20.4 years.

13. Thirty-three of the chief state guidance/pupil personnel supervisors had been employed in pupil personnel services at the local level or in student personnel services at the college level before joining the state department of education.

14. Almost two-thirds (32) of the chief guidance/pupil personnel supervisors had majors in guidance and counseling at the master's level, 4 additional staff members had majors in either psychology or pupil personnel services.

15. Thirteen of the chief guidance/pupil personnel supervisors held doctorates, and all but one of these had majored in one of the pupil personnel services.

16. Of the 270 guidance/pupil personnel supervisors reported by the states, slightly over one-half had undergraduate

majors in either education, areas related to the pupil personnel services, or in social science. At the master's level, 62 percent of them majored in guidance and counseling, and an additional 14.2 percent in the general pupil personnel services area. Of the 270 supervisors 39 held doctor's degrees, of which 87 percent were obtained in the pupil personnel services area.

17. Approximately 88 percent of the guidance/pupil personnel supervisors had been in their positions as supervisors in state departments of education 10 years or less, with a mean of 5 years.

18. Eighty-five percent of state guidance/pupil personnel supervisors held positions in local educational agencies immediately prior to their positions in the state department of education, and 70.4 percent held positions in one of the pupil personnel services in local educational agencies prior to their state positions.

19. In the 28 states organized to provide for the supervision of two or more of the pupil personnel services at the state level, there was a mean full-time equivalent number of 8 clerical and nonprofessional supportive personnel per state, and in the 22 states with only guidance services at the state level, the mean full-time equivalent number was 2 per state. The mean for all 50 states was 5.5 clerical and nonprofessional personnel per state.

20. A total of $15,651,800 was spent for the administration and supervision of pupil personnel services during the period from July 1, 1966 to June 30, 1967. Of this amount 54.3 percent of the funds were utilized for salaries of professional staff members. NDEA, Title V-A funds provided slightly over one-half of the total amount, with the Vocational Education Act providing 7.4 percent of the funds. The average cost per state to support the supervision and administration of guidance/pupil personnel services was $113,036.

21. There were 80,155 pupil personnel specialists employed by local educational agencies, with a full-time equivalent number of 65,840. The number of pupil personnel specialists for all elementary and secondary pupils amounted to 1 specialist to every 652 pupils. The elementary school pupil-counselor ratio was 1 to 7,275, and the secondary school pupil-counselor ratio was 1 to 448. School counselors constituted 59.7 percent of all pupil personnel specialists; psychologists accounted for 5.8 percent; social workers, 6.8 percent; attendance workers, 7.1 percent; school nurses, 18.2 percent; psychometrists, .8 percent; and medical personnel constituted 1.5 percent of all the pupil personnel specialists.

22. All 50 state departments of education reported state level guidance/pupil personnel supervisors responsible for the supervision of secondary school guidance counselors, and 49 reported state level guidance/pupil personnel supervisors responsible for the supervision of elementary guidance counselors.

Only 25 of the states had state level guidance/pupil personnel supervisors responsible for the supervision of school psychologists and psychometrists, 23 for school social workers, 17 for school attendance workers and 18 for school nurses and other medical personnel.

Over 99 percent of all elementary school counselors were in states with state level elementary guidance supervisors, and 85.6 percent of all school psychologists were in states with state supervisors of psychological services. States reported that 67.8 percent of all social workers were employed in states with state supervisors of social work services. There were 56.8 percent of the attendance workers employed in states with state level supervisors of social work services, and 91.9 percent of all school nurses and other medical personnel were in states with supervisors of health services. Of all the psychometrists, 64.9 percent were in states with state supervisors of psychological services. A total of 70,614, or 86.4 percent, of all pupil personnel specialists were employed in states with state level guidance/pupil personnel supervisors employed and responsible for their supervision.

Functions

1. Visiting educational institutions was reported to be a part of the state supervisory program. State guidance/ pupil personnel supervisory staff reported they visited 3.8 percent of the elementary schools and 33.3 percent of the secondary

schools were visited as a part of their supervisory programs. Slightly over 19 percent of all 4 year colleges and universities and 25.4 percent of the junior colleges and technical institutes were visited.

2. A majority of the state guidance/pupil personnel supervisory staff time was spent in visiting elementary and secondary schools. Very few states reported spending more than 10 percent of the staff time in visiting post-high-school educational institutions, working with professional guidance associations, or with community groups. Time spent on administrative activities appears to be excessive with 12 states spending over 50 percent of the staff time on these activities.

3. Only 4 states did not conduct inservice education programs for local level pupil personnel specialists. Of the 46 states conducting inservice education programs, all involved school counselors, 24 states included school psychologists, 20 school social workers, 8 school nurses, 3 school medical personnel and 10 included speech and hearing personnel.

4. States reported 32 different topics were included in the inservice education programs. The most frequent topic was elementary guidance services. Inservice education programs involving elementary guidance services were included in 15 states, vocational guidance services in 11 states, general guidance services in 9, and guidance and counseling in 6 states. Financial aid and college admissions, special education, career and occupa-

tional information, and guidance and counseling evaluation were next in frequency.

5. There were 38 states that utilized consultants from outside the state department of education in conducting inservice education activities.

6. NDEA, Title V-A funds were used in conducting inservice education programs in 41 of the states, 16 states used vocational education funds, 6 used ESEA, Title V funds, and 22 used state funds.

7. In 24 states, state guidance/pupil personnel supervisors were serving in the state professional guidance association in an official capacity, by constitutional provision. In most of the other states they were serving as advisors when invited. All but one of the 24 states felt their relationship with the professional guidance association was adequate.
In the other 26 states, where the state professional guidance associations did not include state staff members in an official capacity, 58 percent of them expressed the opinion that they should have staff members serving in an official capacity in the associations.

8. There were 28 states where the state guidance/pupil personnel supervisory staff and the professional guidance association staff always planned association conferences and workshops jointly, with only 22 reporting always conducting them jointly.

9. Only 8 state departments of education reported statewide testing programs. Two of these states required a multifactor test, all but one required an achievement test battery, 6 required a scholastic aptitude test, and 4 required a single subject achievement test. In 2 states, multifactor tests were required in grades 9 and achievement test batteries were required in both elementary and secondary grades in 5 states. Scholastic aptitude tests were required in both elementary and secondary grades in 3 states, only elementary grades in 2 states, and 1 secondary grade in 1 state. Single subject achievement tests were required in both the elementary and secondary grades in 1 state, and in the secondary grades in 1 state. The other 2 states required testing at the elementary level only.

Conclusions

The following conclusions were reached from the findings of this study:

1. The majority of state departments of education are relying on the rather narrow objectives stated in the NDEA, Title V-A state plan, for the total guidance objectives of the state. Very few states have written objectives for the total pupil personnel program.

2. Many states are spending an excessive amount of time

on administrative activities rather than on promotional, developmental, and liaison objectives, where greater program accomplishments could occur.

3. States believe that the greatest amount of time should be spent on developmental objectives rather than on promotional or liaison objectives.

4. While the major objectives of almost all the state departments of education was the improvement and strengthening of elementary and secondary guidance services, greater emphasis should also be given to improving and strengthening the other pupil personnel services since there are large numbers of the other pupil personnel specialists employed at the local level without any state level supervision.

5. The location of guidance services in a vocational education unit rather than in an instructional unit prevents the necessary coordination of the other pupil personnel services.

6. When the guidance services unit was located in an instructional unit there was a greater tendency for the other pupil personnel services to be brought together into one pupil personnel services unit under a chief guidance/pupil personnel supervisor.

7. In those states organized to provide for the administration and supervision of 2 or more of the pupil personnel services there were almost 4 times as many staff members providing supervision of these services than when there were only guidance services supervisors provided at the state level.

8. A large majority of the states agreed that guidance services, psychological services, social work services, health services, and attendance services should be included in the pupil personnel services program. Twenty of the states felt that speech and hearing should also be included in the pupil personnel program.

9. It appears that in order to provide for better coordination of supervisory programs among state level vocational guidance services and the other guidance/pupil personnel services, that all vocational guidance supervisors employed with funds from the Vocational Education Act should be physically located in the guidance/pupil personnel supervisory unit and under the direction of the chief guidance/pupil personnel supervisor. This coordination of effort has been accomplished in over half the states.

10. States apparently prefer to have guidance/pupil personnel supervisors work out of the central office rather than to decentralize them into regions within the state.

11. The years when the various pupil personnel services were established in the states are closely related to the passage of Federal legislation which authorized funds for the development and extension of school guidance services.

12. While the chief state guidance/pupil personnel supervisor has had considerable educational experience he does

not remain very long in state level guidance/pupil personnel supervision.

13. State level guidance/pupil personnel supervisors tend to move from positions in pupil personnel services in local educational agencies to state positions.

14. A master's degree in one of the pupil personnel services is predominant among chief state guidance/pupil personnel supervisors.

15. It apparently requires slightly less than 1 clerical and nonprofessional supportive person to support every 2 professional guidance/pupil personnel supervisors.

16. NDEA, Titla V-A funds are extremely important as a source of support for the state guidance/pupil personnel supervisory programs.

17. While the number of state level supervisors of secondary guidance services appear to be fairly adequate, the number of supervisors for the other pupil personnel services is inadequate, since very few states have employed state supervisors for all the pupil personnel services.

18. Provision for the supervision of elementary guidance services appears to be inadequate in terms of the number of state level elementary guidance supervisors needed to develop and improve elementary guidance services at the local level.

19. State guidance/pupil personnel supervisory staff

visits to elementary schools for the purpose of strengthening and expanding elementary pupil personnel services appear to be inadequate in terms of the level of development of pupil personnel services at the elementary level, and the number of pupils involved.

20. An excessive amount of time on routine administrative activities is apparently being spent by the guidance/pupil personnel supervisory staff.

21. State departments of education appear to be making considerable efforts in conducting inservice education programs involving local level pupil personnel specialists. Elementary guidance is receiving justifiably the greatest stress in these programs with NDEA, Title V-A being an important source of funds for these activities.

22. The relationships between the state guidance/pupil personnel supervisory staff and the professional guidance associations are not as desirable as they might be since many state guidance/pupil personnel supervisors were not officially involved in the state guidance associations, and also because many conferences involving local level pupil personnel specialists were not planned and conducted jointly as states felt they should be.

23. It appears that the states prefer to leave standardized testing programs at the option of local educational agencies rather than conduct statewide testing programs.

Recommendations

In view of the findings of the study the following suggestions for further research and appropriate action are recommended:

1. That the chief state school officer in each state take the necessary steps to implement the policy statement of the Council of Chief State School Officers regarding the responsibilities of state departments of education for pupil personnel services.

2. That all the pupil personnel services, including vocational guidance services, be administratively organized into one pupil personnel services unit within each state department of education to facilitate more effective supervision of pupil personnel services within the state.

3. That a sufficient number of competent supervisory staff members be employed in each state department of education to adequately supervise each of the pupil personnel services within the state.

4. That each state department of education develop written objectives for the administration and supervision of each of the pupil personnel services as recommended by the Council of Chief State School Officers, and employ appropriate qualified staff members to implement these objectives.

5. That the administrative organization of each state department of education be structured to provide for a pupil

personnel services unit with not more than one administrative person on a line-staff structure between the chief guidance/ pupil personnel supervisor and the chief state school officer.

6. That one of the major objectives of state departments of education be the development of a total pupil personnel program in each of the school districts within the state.

7. An in-depth study in each state should be made on the relationships of state level vocational guidance supervision under the auspices of the state plan for vocational education, guidance supervision under the NDEA, Title V-A state plan program, and other state level guidance supervisory programs.

8. A study could be made to determine why state departments of education have not implemented the recommendations of the Council of Chief State School Officers with regard to the state's responsibility for pupil personnel services.

9. It is recommended that further research of a similar nature to that reported in this study be made at some future date to note developmental changes.

APPENDIX A

QUESTIONNAIRE

The attached questionnaire is a request for information concerning the supervision of guidance/pupil personnel services at the State level. The form has been sent to all 50 state departments of education, and the District of Columbia, so that a complete national picture can be obtained.

While this study is being made to complete my doctor's degree from The George Washington University, Dr. Donald Twiford, Chief of the Guidance and Personnel Services Branch, Dr. Frank L. Sievers, Principal Specialist, Guidance and Personnel Services Branch, U.S. Office of Education, Dr. Hyrum Smith, Director, Elementary and Secondary Education, Denver Regional Office of Education, and Dr. Paul Munger, President of ACES, have given their endorsement of the study and feel it is of particular significance at this time.

Your completion of the questionnaire assures you that your state will be included in the study and that you will receive the published results. Much of the information will be needed to complete your NDEA-VA report. A little additional effort is all that is asked.

I trust you will feel there is merit in the study and will return the questionnaire in the self-addressed envelope at your earliest convenience; but, please no later than November 1. Thanks.

Sincerely yours,

O. Ray Warner
1900 Foxhall Road
McLean, Virginia
22101

SURVEY OF STATE SUPERVISION OF GUIDANCE/PUPIL PERSONNEL SERVICES

Please take a few minutes of your time to complete this questionnaire and return it in the enclosed postage paid, pre-addressed envelope.

STATE

Name of person completing Questionnaire

1. Name of Unit Directly Responsible for the Supervision of Guidance/Pupil Personnel Services at the State Level

2. Name of the Unit (Division, Branch, Section, etc.) responsible for the supervision of the following services:

	SERVICES	NAME OF UNIT WITH SUPERVISORY RESPONSIBILITY	FULL-TIME* EQUIVALENT STAFF MEMBERS SUPERVISING SERVICE AREA	YEAR SUPERVISORY RESPONSIBILITY ESTABLISHED
A	Elementary Guidance Services			
B	Secondary Guidance Services			
C	Psychological Services			
D	Social Work Services			
E	Health Services			
F	Attendance Services			
G	Speech & Hearing Services			
H	Other "Special Education" Services			
I				
J				

3. CIRCLE the letter opposite the services listed above that you consider to be pupil personnel services.

SPECIAL NOTE: All information requested covers the period from July 1, 1966 to June 30, 1967. Also, if speech and hearing services and/or "special education" services are not considered to be pupil personnel services by your State Educational Agency, please use "not applicable (NA)" when ever these services are referred to on subsequent pages of this questionnaire.

ATTACHED are definitions of terms which you are asked to use in completing the questionnaire.

*FULL-TIME EQUIVALENT refers to the amount of time devoted by two or more personnel to serve equal to that of one full-time person.

4. Are any state level guidance/pupil personnel supervisory staff decentralized into regions within the state? (Check appropriate boxes below)

		No	Yes	Physically located in central office	Physically located in regional office	Number of personnel	Number of regions in state with service
1. Guidance	Elementary	☐	☐	☐	☐	☐	☐
	Secondary	☐	☐	☐	☐	☐	☐
2. Psychological		☐	☐	☐	☐	☐	☐
3. Social work		☐	☐	☐	☐	☐	☐
4. Health		☐	☐	☐	☐	☐	☐
5. Attendance		☐	☐	☐	☐	☐	☐
6. Speech & hearing		☐	☐	☐	☐	☐	☐
7. Other "special education"		☐	☐	☐	☐	☐	☐

Comments:

5. Does the state professional "guidance" association(s) have as a part of its (their) constitution, provisions for a member of the state guidance/pupil personnel supervisory staff to serve in any official capacity?

Yes ☐ What capacity? ______________________________

Name of association: ______________________________

NO ☐

A. Are state or regional professional guidance association conferences workshops planned and conducted jointly?

	Planned	Conducted
Always	☐	☐
Frequently	☐	☐
Sometimes	☐	☐
Never	☐	☐

Comments:

B. What professional relationships between the state professional guidance association(s) and the state guidance/pupil personnel supervisory staff do you think would be most desirable? (i.e., a member of the state guidance supervisory staff should be on the executive committee, etc.)

6. What are the functional relationships between state level supervision of vocational guidance personnel under the auspices of the state plan for vocational education, and other state level vocational guidance supervisory personnel both under Title V-A and not under Title V-A?

A. Are state level vocational guidance supervisory personnel employed under NDEA Title V-A and the Vocational Education Act of 1963, under one chief guidance supervisor?

☐ All guidance personnel are under one chief guidance supervisor, and are in the same administrative unit.

☐ Guidance personnel employed under NDEA-VA and the Vocational Education Act are under separate supervisors and are located in separate administrative units.

☐ Other (explain)

B. If personnel are under a different administrative unit, how are the supervisory services related and coordinated?

☐ Through formal written agreement? Explain:

☐ Through informal arrangements? Explain:

☐ Other arrangements? Explain:

C. How many vocational guidance supervisors at the state level are employed under the:

1. State plan for vocational education ________
2. NDEA V-A State plan................ ________
3. Other............................. ________

D. Comments:

7. Does the guidance/pupil personnel supervisory staff conduct inservice education programs for pupil personnel specialists in the state? /For purposes of this study, inservice education is defined as a program of systemized and continuing activities directed by the state agency, that contribute to the professional or occupational growth and competencies of staff members during the term of their services in a school system/.

Yes ☐

No ☐

A. How many guidance/pupil personnel specialists were involved in inservice education programs directed and/or supervised by the state educational agency last year (between July 1, 1966 to June 30, 1967)?

Types of personnel	Number
counselors	______
psychologists	______
social workers	______
attendance personnel	______
nurses	______
other medical personnel	______
speech and hearing personnel	______
other guidance/pupil personnel specialists	______
Total	______

B. How were the inservice programs financed? Check source of funds?

☐ ESEA Title V

☐ NDEA Title V-A

☐ Vocational Education Act of 1963

☐ State funds

☐ Other (describe)

C. Were consultants employed by the state to assist in inservice programs?

Yes ☐

No ☐

Comments:

D. What was the subject content (topic) covered? (i.e., testing, counseling, etc.)

(Use other side if necessary)

8. Are the objectives of the guidance/pupil personnel program for your state in written form?

Yes ☐ If yes, please send a copy.

No ☐

A. Indicate the percent of total staff time that is devoted to the following general objectives:

1. Proportion of total staff time devoted to promotional objectives

Actual	Ideal
☐	☐

Percent

[Promotional objectives are concerned with stimulation of school personnel and community leaders to develop and improve guidance/pupil personnel services for youth]

2. Proportion of total staff time devoted to developmental objectives

Actual	Ideal
☐	☐

Percent

[Developmental objectives are concerned with program development among guidance/pupil personnel specialists]

3. Proportion of total staff time devoted to liaison objectives

Actual	Ideal
☐	☐

Percent

[Liaison objectives are concerned with developing guidance/pupil personnel service program cooperation among state staff, local school personnel, community and governmental agencies]

4. Proportion of total staff time devoted to other objectives (describe)

Actual	Ideal
☐	☐

Percent

Actual	Ideal
100%	100%

Percent

B. Rank in order of importance the specific objectives of the state guidance/pupil personnel programs. After ranking each item circle all th e you consider to be major (of greatest importa) objectives.

Number	Objectives	Rank Order
1	The general improvement and strengthening of elementary school guidance services in the state	
2	The general improvement and strengthening of secondary school guidance services in the state	
3	Extension and improvement of state level consultative and supervisory services	
4	Collection and analysis of statewide information and research data as a background for longtime planning and development	
5	Definition, communication, and interpretation of program functions and procedures to school personnel, students, parents, and other groups	
6	Improvement in the competencies of guidance staff members for their roles in guidance programs	
7	Provision of more adequate guidance, materials and information for the use of guidance personnel and others in and outside the school	
8	Expansion and improvement of guidance/pupil personnel facilities	
9	Improvement of local administration and supervision of guidance/pupil personnel services	
10	The general improvement and strengthening of psychological services in the state	
11	The general improvement and strengthening of social work services in the state	
12	The general improvement and strengthening of attendance services in the state	
13	The general improvement and strengthening of health services in the state	
14	The general improvement and strengthening of speech and hearing services in the state	
15	The general improvement and strengthening of "special education" programs in the state	
16	Other (describe)	
17		
18		

8B. Indicate whether each of the objectives listed below are considered major, minor, or not a guidance/pupil personnel program objective of your state educational agency.

[Major objectives are those you judge to be of greatest significance or importance. Minor objectives are of less importance.]

	Major Objective	Minor Objective	Not an Objective
Guidance Services			
1. Study and report on the status and needs for guidance and counseling programs at local levels.			
2. Assist local school districts in establishing, extending, evaluating, and improving guidance and counseling programs and procedures, coordinating these with other pupil personnel services, the instructional program, and community resources.			
3. Recommend certification requirements for counselors and assist institutions of higher education to develop and improve programs of counselor preparation and pre-service education of teachers in their role in the guidance program			
4. Provide for in-service education in guidance for administrators and guidance personnel through conferences and meetings; assist local school districts in planning in-service education in guidance for school staff members.			
5. Establish and maintain relations with agencies and organizations whose programs relate to guidance and counseling.			
6. Prepare and distribute guidance and counseling resource publications and materials; collect and report on good guidance and counseling practices and procedures.			
7. Evaluate the effectiveness of guidance and counseling programs and assist local school districts in their own evaluations.			
Attendance Services			
1. Assistance to local school authorities in the development of adequate attendance services and systematic child accounting procedures.			
2. Assistance to local attendance personnel in developing a professional approach to the prevention of nonattendance and to problems involving chronic absenteeism.			
3. Assistance to local districts in the provision of appropriate educational opportunities for pupils exempted from regular school attendance.			
4. Assistance to local school authorities in devising the ways and means in which attendance personnel may work cooperatively with other personnel within the school system and with community agencies to improve school attendance.			
5. Consultation with all appropriate groups and agencies regarding laws, regulations, and procedures relating to school attendance and child labor.			
6. Recommendation of professional standards for the preparation of attendance personnel and assistance to institutions of higher learning in the development of appropriate courses and sequences.			
7. Preparation and distribution of attendance and child accounting publications and materials for the use of schools and the public in the enlightened treatment of attendance problems.			

	Major Objective	Minor Objective	Not an Objective
School Health Services			
1. Orienting new school health personnel to their responsibilities through publications, consultations, and group and area conferences			
2. Orienting schools employing health services for the first time to the best practices in administering and providing for health services.			
3. Assisting teacher-training institutions in the development of curriculum which define the total health responsibilities of teachers, administrators, and specialists.			
4. Recommending minimum standards of competence for school health personnel, for the maintenance of healthful school environments, and for school health practices.			
5. Orienting boards of education, through appropriate channels, to the desirability of providing appropriate health services for children.			
School Psychological Services			
1. Recommending certification standards for school psychologists.			
2. Assisting local schools to make effective use of school psychological services by the interpretation of the functions of psychologists' work in schools and their role as members of pupil personnel teams.			
3. Assisting local schools to make effective use of school psychological services by the implementation and planning of working relationships between school psychologists, o other pupil personnel workers, teachers, administrators, parents, and appropriate public and private community agencies.			
4. Assisting local schools to make effective use of school psychological services by the dissemination and use of criteria for evaluating the effectiveness of school psychologists' services.			
5. Establishing good relationships between psychological services at the state level and related state agencies and organizations.			
6. Assisting institutions of higher education in the development and improvement of programs for the preparation of school psychologists.			
7. Developing studies of local school programs of psychological services and personnel to ascertain effective practices, trends, and developments.			
8. Disseminating information concerning workshops, inservice training opportunities, conferences, and job openings for school psychologists.			
9. Maintaining effective liaison between the state department and organized administrator groups within the state for the purpose of interpreting needs, aims, functions, and developments in psycholigical services.			

chool Social Work Services	Major Objective	Minor Objective	Not an Objective
1. Provide for state level personnel, competent to provide leadership and administrative and supervisory services in the area of school social work.			
2. Conducting studies of local school social work programs and personnel.			
3. Interpret school social work functions, as an integral part of the pupil personnel services and the public.			
4. Making recommendations for the qualifications of school social workers, cooperating in the preparation of certification standards, and assisting institutions of higher education in the development and improvement of programs for the preparation of school social workers.			
5. Assisting school systems in planning and implementing effective working relationships between school social workers, other pupil personnel workers, other school staff members, parents, and appropriate public and private community agencies.			
6. Providing information and conducting inservice education for school social workers and establishing effective working relationships with school social work organizations at various levels.			
7. Developing cooperative working relationships between those in charge of the school social work program at the state level with state agencies and community organizations whose programs relate to the work of the school social worker.			
8. Preparing disseminating, and using criteria for the evaluation of the effeciveness of school social work services.			
Comments: (List other guidance/pupil objectives)			

Complete the following information on each professional staff member assigned responsibilities for guidance/pupil personnel services, during the period from July 1, 1966 to June 30, 1967:

Position of major responsibility	Total years in state guidance supervision	Years educational experience	Highest Degree	Immediate position prior to state guidance supervision	College Majors			Total No. of Man Months* in Guidance activities this Fiscal Year	Professional assignments in non-guidance activities this fiscal year
						Graduate			
					Undergraduate	Masters	Doctors		

Positions authorized but not employed		Highest degree required	College major
Title	Responsibility		

Supportive personnel employed		
	Number	Man Months*
Clerical		
Other (describe)		

Comments:

*A "Man Month" is one-twelfth of the official actual duty time of a staff member in the period of time from July 1, 1966 to June 30, 1967.

10. What were the total expenditures for the supervision and administration of guidance/pupil personnel services by your state educational agency, by category of expenditure and by source of funds, from July 1, 1966 to June 30, 1967?

(State level expenditures only)

	Category	Source of funds				
		State	NDEA-VA	ESEA V	Voc. Ed. Act of 1963	Total
1	Salaries of all professional guidance/pp staff					
2	Salaries of secretarial and supportive personnel					
3	Total other related expenditures					
4	TOTAL					

11. What was the distribution of time to the following types of activities, by the total state guidance, pupil personnel staff during the period from July 1, 1966 to June 30, 1967?

ACTIVITY				TOTAL NUMBER IN THE STATE	NUMBER VISITED FOR GUIDANCE PURPOSES	ACTUAL TIME SPENT		DESIRABLE AMOUNT OF TIME THAT SHOULD BE SPENT	
						RANK ORDER 1 to 17	APPROX. PERCENT *(Show % of total time)*	RANK ORDER	PERCENT
a	Supervisory and consultative services to public elementary and secondary schools and post secondary educational institutions.	1	SECONDARY SCHOOLS						
		2	ELEMENTARY SCHOOLS						
		3	COLLEGES AND UNIVERSITIES *(4-year)*				☐		☐
		4	VOCATIONAL-TECHNICAL SCHOOLS *(non-college credit)*						
		5	JUNIOR COLLEGES AND TECHNICAL INSTITUTES *(credit transferable to senior institutions)*						
		6	OTHER: (specify)						
b	Work with various agencies and groups	7	PROFESSIONAL ASSOCIATIONS						
		8	BUSINESS, INDUSTRY, COMMUNITY GROUPS, CIVIC CLUBS, NON-GOVERNMENTAL AGENCIES				☐		☐
		9	OTHER: (specify)						
c	Other supervisory activities	10	DEVELOPMENT OF MATERIALS *(publications, films, cumulative records, etc.)*				☐		☐
		11	PLANNING AND CONDUCTING CONFERENCES, WORKSHOPS AND OTHER GROUP ACTIVITIES DIRECTLY RELATED TO GUIDANCE						
		12	STATE DEPARTMENT COMMITTEES AND MEETINGS *(other than item 2 above)*						
		13	ADMINISTRATIVE, REGULATORY AND REPORTING ACTIVITIES						
		14	TESTING *(administration of testing program - other than local consultation)*						
		15	RESEARCH AND EVALUATION ON GUIDANCE AND RELATED AREAS						
		16	AUTOMATIC DATA PROCESSING						
		17	OTHER: (specify)						
						TOTAL	100%		100%

12. Is there a statewide public school testing program? Yes ☐ No ☐

State wide testing refers to a program wherein all pupils are tested in a given grade, or grades, throughout the state during the school year.

What unit is responsible for the statewide testing program?

____

Describe your statewide testing program by completing the following:

Types of tests	Grades												
Multi-factor	(circle appropriate grade number)												
mandatory state law or state board requirement	K	1	2	3	4	5	6	7	8	9	10	11	12
requirement for V-A participation	K	1	2	3	4	5	6	7	8	9	10	11	12
Achievement Battery													
mandatory state law or state board requirement	K	1	2	3	4	5	6	7	8	9	10	11	12
requirement for V-A participation	K	1	2	3	4	5	6	7	8	9	10	11	12
Scholastic Aptitude													
mandatory state law or state board requirement	K	1	2	3	4	5	6	7	8	9	10	11	12
requirement for V-A participation	K	1	2	3	4	5	6	7	8	9	10	11	12
Single Subject Achievement													
mandatory state law or state board requirement	K	1	2	3	4	5	6	7	8	9	10	11	12
requirement for V-A participation	K	1	2	3	4	5	6	7	8	9	10	11	12
Other: ________________													
mandatory state law or state board requirement	K	1	2	3	4	5	6	7	8	9	10	11	12
requirement for V-A participation	K	1	2	3	4	5	6	7	8	9	10	11	12

13. Please complete the following line staff organization chart showing where each of the pupil personnel services is located within the administrative structure of your state educational agency:

a. Show what unit (Bureau, Division, Section, etc.) has responsibility for the supervision of the following local personnel in your state:

1. counselors
2. psychologists
3. social workers
4. health personnel
5. attendance personnel
6. speech and hearing personnel
7. "special education" personnel

b. Show line staff relationships to vocational education, if vocational guidance is under vocational education.

c. Use the following key: ———————————— Line authority

---------------------- Cooperative relationships

State Board of Education

Chief State School Officer

(Use other side if necessary)

Please inclose organizational charts if available

14. Your state guidance/pupil personnel unit was responsible for the supervision of the following pupil personnel specialists employed by local educational agencies, during the period from July 1, 1966 to June 30, 1967:

TYPES OF PUPIL PERSONNEL SPECIALISTS[1]	MEMBER OF PUPIL SPECIALISTS EMPLOYED AT THE LOCAL LEVEL	FULL-TIME EQUIVALENT[2] PUPIL PERSONNEL SPECIALISTS EMPLOYED AT THE LOCAL LEVEL
Elementary Counselors		
Secondary counselers		
Psychologists		
Social workers		
Attendance Workers		
Nurses		
Other medical Personnel		
Speech & hearing personnel		
Other "special education personnel"		

1. See attached definitions
2. Full-time equivalent refers to the amount of time devoted by two or more personnel to serve equal to that of one full-time person.

Definitions

1. Achievement Test Battery - A group of achievement tests in which the results can be used individually, in combination, or in total.

2. Attendance Worker - A staff member performing assigned activities having as their purpose the early identification of nonattendance of pupils, the analysis of causes of nonattendance, the enforcement of compulsory attendance laws, and the improvement of school attendance.

3. Counselor - A staff member performing assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education, vocation, or personal development.

4. Health Personnel - Staff members such as physicians, psychiatrists, school nurses, dentists, dental hygienists, psychiatric social workers, and therapists, whose services in the field of physical and mental health are directed primarily at individuals, although sometimes used for group activities.

5. Multifactor Aptitude Test Battery - A group of tests designed to measure several relatively independent abilities, such as spatial relationships, verbal reasoning, numerical reasoning, and finger dexterity.

6. Psychologist - A staff member who, in addition to performing assigned professional services of psychological evaluation and analysis of pupils through such activities as measuring and interpreting the pupils' intellectual, emotional, and social development, and diagnosing educational and personal disabilities of the pupils, also serves the school system through such activities as collaborating in planning appropriate educational programs, conducting research in the area of pupil adjustments and behavior, and assisting other staff members with specific problems of a psychological nature and broadening their understanding of the psychological forces with which they deal.

7. Scholastic Aptitude Test - A test designed to measure a combination of native and acquired abilities needed to do school work.

8. Social Worker - A staff member assigned to perform professional services in assisting in the prevention of or solution to the personal, social, and emotional problems of pupils which involve family, school, and community relationships when such problems have a bearing upon the quality of the school work of the pupil.

9. Special Education - Refers to educational provisions which are different from or in addition to those provided in the usual school program and are provided for exceptional pupils by specially qualified personnel.

10. Special Education Personnel - Especially qualified personnel who provide an educational program for exceptional children which is different from, or in addition to the usual school program.

11. Speech and Hearing Personnel - Staff members performing such specialized activities as assisting in the identification of speech and hearing handicaps of children; planning and conducting special programs and services for speech and hearing handicapped children (exclusive of the deaf); counseling school personnel, parents, and children concerning problems related to speech and hearing impairment; and cooperating with persons in related disciplines and community services.

12. Pupil Personnel Specialist - A school staff member assigned to activities in any of the pupil personnel areas of guidance services, psychological services, social work services, attendance services and health services.

APPENDIX B

RAW DATA

SERVICES CONSIDERED TO BE PUP PERSONNEL SERVICES

State	Elementary Guidance Services	Secondary Guidance Services	Psycho-logical Services	Social Work Services	Health Services
ALABAMA	X	X			
ALASKA	X	X	X	X	X
ARIZONA	X	X	X	X	X
ARKANSAS	X	X	X	X	X
CALIFORNIA	X	X	X	X	X
COLORADO	X	X	X	X	X
CONNECTICUT	X	X	X	X	X
DELAWARE	X	X	X	X	X
FLORIDA	X	X	X	X	X
GEORGIA	X	X	X	X	X
HAWAII	X	X	X	X	X
IDAHO	X	X	X	X	X
ILLINOIS	X	X	X	X	
INDIANA	X	X	X	X	X
IOWA	X	X	X	X	X
KANSAS	X	X	X	X	X
KENTUCKY	X	X	X	X	X
LOUISIANA	X	X	X	X	
MAINE	X	X	X	X	X
MARYLAND	X	X	X	X	X
MASSACHUSETTS	X	X	X	X	X
MICHIGAN	X	X	X	X	X
MINNESOTA	X	X	X	X	X
MISSISSIPPI	X	X	X	X	X
MISSOURI	X	X	X	X	X
MONTANA	X	X	X	X	X
NEBRASKA	X	X	X	X	X
NEVADA	X	X	X	X	X
NEW HAMPSHIRE	X	X	X	X	X
NEW JERSEY	X	X	X	X	X

SERVICES CONSIDERED TO BE PUPIL PERSONNEL SERVICES (Cont)

State	Elementary Guidance Services	Secondary Guidance Services	Psycho-logical Services	Social Work Services	Health Services
NEW MEXICO	X	X	X	X	X
NEW YORK	X	X	X	X	X
NORTH CAROLINA	X	X	X	X	X
NORTH DAKOTA	X	X			
OHIO	X	X	X	X	X
OKLAHOMA	X	X	X	X	
OREGON	X	X	X	X	X
PENNSYLVANIA	X	X	X	X	X
RHODE ISLAND	X	X	X	X	X
SOUTH CAROLINA	X	X	X	X	X
SOUTH DAKOTA	X	X	X		
TENNESSEE	X	X	X	X	X
TEXAS	X	X	X	X	X
UTAH	X	X	X	X	X
VERMONT	X	X	X	X	X
VIRGINIA	X	X	X	X	
WASHINGTON	X	X	X	X	X
WEST VIRGINIA	X	X	X	X	
WISCONSIN	X	X	X	X	
WYOMING	X	X			X
TOTAL	50	50	47	46	41

SERVICES CONSIDERED TO BE PUPIL PERSONNEL SERVICES (Cont)

State	Attendance Services	Speech and Hearing Services	Special Education	Other Related Pupil Personnel Services*
ALABAMA	X			
ALASKA	X			
ARIZONA	X	X		
ARKANSAS	X	X	X	
CALIFORNIA	X			
COLORADO	X			
CONNECTICUT	X	X	X	X
DELAWARE	X			
FLORIDA	X			X
GEORGIA	X			
HAWAII	X	X		
IDAHO		X		
ILLINOIS				
INDIANA	X			
IOWA	X			
KANSAS	X			
KENTUCKY	X			X
LOUISIANA	X			
MAINE		X	X	
MARYLAND	X			X
MASSACHUSETTS	X	X		
MICHIGAN				
MINNESOTA				
MISSISSIPPI	X			
MISSOURI	X	X		X
MONTANA	X	X		
NEBRASKA	X	X		X
NEVADA				

*See footnote of the following page.

SERVICES CONSIDERED TO BE PUPIL PERSONNEL SERVICES (Cont)

State	Attendance Services	Speech and Hearing Services	Special Education	Other Related Pupil Personnel Services*
NEW HAMPSHIRE		X	X	
NEW JERSEY		X		
NEW MEXICO	X			
NEW YORK	X			
NORTH CAROLINA	X			
NORTH DAKOTA				
OHIO	X	X	X	
OKLAHOMA				
OREGON	X	X	X	
PENNSYLVANIA	X			
RHODE ISLAND	X	X		
SOUTH CAROLINA				
SOUTH DAKOTA		X	X	
TENNESSEE	X			
TEXAS	X	X		
UTAH	X			
VERMONT	X			
VIRGINIA				
WASHINGTON	X	X		
WEST VIRGINIA	X			
WISCONSIN				
WYOMING		X		
TOTAL	35	20	7	6

*The other services that were considered to be pupil personnel services included: Connecticut - measurement and evaluation, and general pupil personnel services administration, Kentucky - school lunch services and pupil appraisal services, Missouri - psychometric services, Nebraska - psychometric services and psychiatric services, Maryland - general pupil personnel services administration, and Florida - junior college student personnel.

MAJOR OBJECTIVES OF GUIDANCE/PUPIL PERSONNEL SERVICES UNIT
(See Appendix A--Questionnaire page 8B)

State	Selected Objectives																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA	X	X	X	X														
ALASKA	X	X	X			X												
ARIZONA	X	X	X						X							X		
ARKANSAS	X	X	X						X									
CALIFORNIA	X	X				X												
COLORADO	X	X							X									
CONNECTICUT	X	X	X	X	X	X			X	X	X		X	X	X	X		
DELAWARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
FLORIDA			X		X	X												
GEORGIA			X	X	X	X			X									
HAWAII	X	X	X	X		X		X	X	X		X			X			
IDAHO	X			X		X			X	X	X							
ILLINOIS	X	X	X	X	X	X	X	X	X	X	X							
INDIANA	X	X	X	X	X	X		X	X									
IOWA	X	X	X	X	X	X	X											
KANSAS	X		X	X			X											
KENTUCKY	X	X				X				X	X	X	X					
LOUISIANA	X	X	X			X	X	X										
MAINE	X		X	X														
MARYLAND	X		X	X	X					X						X		
MASSACHUSETTS	X	X	X	X		X												
MICHIGAN	X	X	X			X	X	X	X									
MINNESOTA	X	X	X			X	X		X	X	X							
MISSISSIPPI	X	X	X			X			X									
MISSOURI	X	X	X	X														
MONTANA	X	X	X			X	X	X										
NEBRASKA		X	X		X	X			X									
NEVADA	X	X	X	X		X												
NEW HAMPSHIRE	X		X						X									
NEW JERSEY	X	X	X		X	X												
NEW MEXICO	X	X				X			X									
NEW YORK			X	X	X	X			X									
NORTH CAROLINA	X	X	X	X	X		X	X										
NORTH DAKOTA	X	X	X			X			X									
OHIO	X	X	X	X	X		X		X						X			
OKLAHOMA	X	X			X		X											
OREGON	X	X	X	X	X	X												
PENNSYLVANIA	X	X								X	X	X	X					
RHODE ISLAND	X	X	X	X	X	X							X					
SOUTH CAROLINA	X	X			X	X		X										
SOUTH DAKOTA	X	X	X	X	X	X				X					X			
TENNESSEE	X	X			X	X												
TEXAS	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
UTAH	X		X		X	X							X					
VERMONT	X									X	X		X		X			
VIRGINIA	X	X								X	X		X	X	X			
WASHINGTON	X	X	X						X									
WEST VIRGINIA	X	X	X	X	X	X			X	X	X	X	X	X	X			
WISCONSIN	X	X	X						X	X	X							
WYOMING	X	X		X				X										
TOTAL	46	40	38	24	22	32	12	11	23	15	12	6	10	5	8	3	0	0

GUIDANCE SERVICES - OBJECTIVES
(See Appendix A--Questionnaire Page 9)

Objective Number	1			2		
State	Major	Minor	Not	Major	Minor	Not
ALABAMA	X			X		
ALASKA		X		X		
ARIZONA	X			X		
ARKANSAS	X			X		
CALIFORNIA	X			X		
COLORADO		X		X		
CONNECTICUT		X		X		
DELAWARE	X			X		
FLORIDA	X			X		
GEORGIA	X			X		
HAWAII	X			X		
IDAHO	X			X		
ILLINOIS	X			X		
INDIANA	X			X		
IOWA		X		X		
KANSAS	X			X		
KENTUCKY	X			X		
LOUISIANA	X			X		
MAINE	X			X		
MARYLAND	X			X		
MASSACHUSETTS	X			X		
MICHIGAN	X			X		
MINNESOTA	X			X		
MISSISSIPPI	X			X		
MISSOURI		X		X		
MONTANA	X			X		
NEBRASKA	X			X		
NEVADA		X		X		
NEW HAMPSHIRE			X	X		
NEW JERSEY	X			X		
NEW MEXICO	X			X		
NEW YORK		X		X		
NORTH CAROLINA	X			X		
NORTH DAKOTA	X			X		
OHIO		X		X		
OKLAHOMA	X			X		
OREGON	X			X		
PENNSYLVANIA	X			X		
RHODE ISLAND	X			X		
SOUTH CAROLINA	X			X		
SOUTH DAKOTA	X			X		
TENNESSEE	X			X		
TEXAS	X			X		
UTAH		X		X		
VERMONT	X			X		
VIRGINIA	X			X		
WASHINGTON	X			X		
WEST VIRGINIA	X			X		
WISCONSIN	X				X	
WYOMING	X			X		
TOTAL	40	9	1	49	1	0

GUIDANCE SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	3			4		
State	Major	Minor	Not	Major	Minor	Not
ALABAMA	X				X	
ALASKA	X			X		
ARIZONA	X			X		
ARKANSAS	X			X		
CALIFORNIA	X			X		
COLORADO		X		X		
CONNECTICUT	X			X		
DELAWARE	X			X		
FLORIDA	X			X		
GEORGIA	X			X		
HAWAII	X			X		
IDAHO	X			X		
ILLINOIS	X			X		
INDIANA	X			X		
IOWA	X			X		
KANSAS	X			X		
KENTUCKY	X			X		
LOUISIANA	X			X		
MAINE	X				X	
MARYLAND	X			X		
MASSACHUSETTS	X			X		
MICHIGAN	X			X		
MINNESOTA	X			X		
MISSISSIPPI	X			X		
MISSOURI	X			X		
MONTANA		X		X		
NEBRASKA	X			X		
NEVADA	X			X		
NEW HAMPSHIRE	X				X	
NEW JERSEY	X			X		
NEW MEXICO	X			X		
NEW YORK		X		X		
NORTH CAROLINA		X			X	
NORTH DAKOTA	X			X		
OHIO	X			X		
OKLAHOMA		X		X		
OREGON	X			X		
PENNSYLVANIA	X			X		
RHODE ISLAND	X			X		
SOUTH CAROLINA	X			X		
SOUTH DAKOTA	X			X		
TENNESSEE	X				X	
TEXAS	X			X		
UTAH	X			X		
VERMONT	X				X	
VIRGINIA		X		X		
WASHINGTON	X			X		
WEST VIRGINIA	X			X		
WISCONSIN		X		X		
WYOMING	X				X	
TOTAL	43	7	0	43	7	0

GUIDANCE SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	5			6			7		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA		X		X			X		
ALASKA	X				X		X		
ARIZONA	X			X			X		
ARKANSAS	X			X			X		
CALIFORNIA		X		X			X		
COLORADO		X		X			X		
CONNECTICUT	X				X		X		
DELAWARE		X			X				X
FLORIDA	X			X			X		
GEORGIA	X			X			X		
HAWAII	X				X		X		
IDAHO	X			X			X		
ILLINOIS	X			X			X		
INDIANA	X			X			X		
IOWA		X			X		X		
KANSAS	X				X			X	
KENTUCKY		X			X		X		
LOUISIANA	X			X			X		
MAINE	X				X			X	
MARYLAND	X				X		X		
MASSACHUSETTS		X		X			X		
MICHIGAN	X			X			X		
MINNESOTA	X			X			X		
MISSISSIPPI		X		X			X		
MISSOURI		X		X			X		
MONTANA		X		X			X		
NEBRASKA		X		X			X		
NEVADA	X				X		X		
NEW HAMPSHIRE		X			X		X		
NEW JERSEY		X		X			X		
NEW MEXICO	X			X			X		
NEW YORK		X		X			X		
NORTH CAROLINA		X		X			X		
NORTH DAKOTA		X		X			X		
OHIO	X			X			X		
OKLAHOMA	X			X			X		
OREGON	X			X			X		
PENNSYLVANIA		X			X		X		
RHODE ISLAND	X			X			X		
SOUTH CAROLINA	X			X			X		
SOUTH DAKOTA		X			X		X		
TENNESSEE		X			X		X		
TEXAS	X			X			X		
UTAH	X			X			X		
VERMONT	X				X		X		
VIRGINIA		X		X			X		
WASHINGTON	X			X			X		
WEST VIRGINIA	X			X			X		
WISCONSIN		X		X			X		
WYOMING	X			X			X		
TOTAL	29	21	0	35	15	0	47	2	1

PSYCHOLOGICAL SERVICE - OBJECTIVES
(See Appendix A--Questionnaire Page 9)

Objective Number	1			2			3		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA									
ALASKA									
ARIZONA			X	X			X		
ARKANSAS									
CALIFORNIA		X		X			X		
COLORADO									
CONNECTICUT		X		X			X		
DELAWARE	X				X			X	
FLORIDA	X			X			X		
GEORGIA	X			X			X		
HAWAII	X			X				X	
IDAHO	X			X				X	
ILLINOIS	X			X			X		
INDIANA	X			X			X		
IOWA		X		X			X		
KANSAS									
KENTUCKY									
LOUISIANA			X		X			X	
MAINE									
MARYLAND		X		X			X		
MASSACHUSETTS		X			X		X		
MICHIGAN									
MINNESOTA									
MISSISSIPPI									
MISSOURI									
MONTANA									
NEBRASKA		X			X			X	
NEVADA	X			X				X	
NEW HAMPSHIRE		X			X			X	
NEW JERSEY			X		X			X	
NEW MEXICO									
NEW YORK	X			X			X		
NORTH CAROLINA		X		X			X		
NORTH DAKOTA									
OHIO	X			X			X		
OKLAHOMA									
OREGON		X			X			X	
PENNSYLVANIA									
RHODE ISLAND									
SOUTH CAROLINA		X			X		X		
SOUTH DAKOTA	X			X			X		
TENNESSEE	X			X			X		
TEXAS									
UTAH	X			X			X		
VERMONT	X				X			X	
VIRGINIA	X			X			X		
WASHINGTON	X			X			X		
WEST VIRGINIA	X			X			X		
WISCONSIN		X		X			X		
WYOMING		X		X			X		
TOTAL	17	12	3	23	9	0	22	11	0

PSYCHOLOGICAL SERVICE - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	4			5			6		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA									
ALASKA									
ARIZONA		X		X				X	
ARKANSAS									
CALIFORNIA	X				X		X		
COLORADO									
CONNECTICUT	X			X			X		
DELAWARE	X			X			X		
FLORIDA	X			X			X		
GEORGIA	X				X		X		
HAWAII			X		X		X		
IDAHO	X			X			X		
ILLINOIS	X			X			X		
INDIANA	X			X			X		
IOWA	X			X				X	
KANSAS									
KENTUCKY									
LOUISIANA			X		X				X
MAINE									
MARYLAND		X		X			X		
MASSACHUSETTS			X			X			X
MICHIGAN									
MINNESOTA									
MISSISSIPPI									
MISSOURI									
MONTANA									
NEBRASKA		X			X			X	
NEVADA			X		X		X		
NEW HAMPSHIRE		X			X				X
NEW JERSEY		X			X			X	
NEW MEXICO									
NEW YORK	X				X		X		
NORTH CAROLINA	X				X			X	
NORTH DAKOTA									
OHIO	X			X			X		
OKLAHOMA									
OREGON		X			X			X	
PENNSYLVANIA									
RHODE ISLAND									
SOUTH CAROLINA	X			X				X	
SOUTH DAKOTA		X			X		X		
TENNESSEE		X			X			X	
TEXAS									
UTAH	X				X			X	
VERMONT		X		X			X		
VIRGINIA		X			X		X		
WASHINGTON	X			X			X		
WEST VIRGINIA	X			X			X		
WISCONSIN		X			X		X		
WYOMING	X			X					X
TOTAL	17	11	4	15	16	1	19	9	4

PSYCHOLOGICAL SERVICE - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	7			8			9		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA									
ALASKA									
ARIZONA		X			X			X	
ARKANSAS									
CALIFORNIA	X				X			X	
COLORADO									
CONNECTICUT	X			X			X		
DELAWARE	X			X			X		
FLORIDA	X			X			X		
GEORGIA		X		X			X		
HAWAII		X		X			X		
IDAHO		X			X		X		
ILLINOIS	X			X			X		
INDIANA	X				X			X	
IOWA	X				X		X		
KANSAS									
KENTUCKY									
LOUISIANA			X			X			X
MAINE									
MARYLAND		X			X		X		
MASSACHUSETTS		X				X	X		
MICHIGAN									
MINNESOTA									
MISSISSIPPI									
MISSOURI									
MONTANA									
NEBRASKA			X			X		X	
NEVADA	X				X		X		
NEW HAMPSHIRE			X			X		X	
NEW JERSEY		X			X		X		
NEW MEXICO									
NEW YORK	X				X			X	
NORTH CAROLINA		X		X			X		
NORTH DAKOTA									
OHIO	X			X			X		
OKLAHOMA									
OREGON		X			X			X	
PENNSYLVANIA									
RHODE ISLAND									
SOUTH CAROLINA		X				X	X		
SOUTH DAKOTA		X			X		X		
TENNESSEE		X			X				
TEXAS									
UTAH		X		X			X		
VERMONT		X			X		X		
VIRGINIA		X			X		X		
WASHINGTON	X			X			X		
WEST VIRGINIA	X				X		X		
WISCONSIN		X			X		X		
WYOMING		X		X				X	
TOTAL	12	17	3	11	16	5	22	8	1

SOCIAL WORK SERVICES - OBJECTIVES
(See Appendix A--Questionnaire Page 9)

Objective Number	1			2		
State	Major	Minor	Not	Major	Minor	Not
ALABAMA			X			X
ALASKA			X			X
ARIZONA			X			X
ARKANSAS			X			X
CALIFORNIA	X				X	
COLORADO			X			X
CONNECTICUT	X			X		
DELAWARE	X			X		
FLORIDA	X			X		
GEORGIA	X			X		
HAWAII	X				X	
IDAHO		X			X	
ILLINOIS	X			X		
INDIANA	X			X		
IOWA	X				X	
KANSAS			X			X
KENTUCKY	X				X	
LOUISIANA			X			X
MAINE			X			X
MARYLAND		X			X	
MASSACHUSETTS			X			X
MICHIGAN			X			X
MINNESOTA			X			X
MISSISSIPPI			X			X
MISSOURI			X			X
MONTANA			X			X
NEBRASKA			X			X
NEVADA	X				X	
NEW HAMPSHIRE			X			X
NEW JERSEY			X		X	
NEW MEXICO			X			X
NEW YORK	X			X		
NORTH CAROLINA	X				X	
NORTH DAKOTA			X			X
OHIO	X				X	
OKLAHOMA			X			X
OREGON			X			X
PENNSYLVANIA			X			X
RHODE ISLAND			X			X
SOUTH CAROLINA		X				X
SOUTH DAKOTA			X			X
TENNESSEE			X			X
TEXAS			X			X
UTAH	X				X	
VERMONT			X		X	
VIRGINIA	X				X	
WASHINGTON	X			X		
WEST VIRGINIA	X			X		
WISCONSIN	X			X		
WYOMING			X			X
TOTAL	19	3	28	10	13	27

SOCIAL WORK SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	3			4			5		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA			X			X			X
ALASKA			X			X			X
ARIZONA			X			X			X
ARKANSAS			X			X			X
CALIFORNIA	X			X			X		
COLORADO			X			X			X
CONNECTICUT	X			X			X		
DELAWARE	X			X			X		
FLORIDA	X			X			X		
GEORGIA		X		X				X	
HAWAII	X			X			X		
IDAHO	X			X			X		
ILLINOIS	X			X			X		
INDIANA	X			X			X		
IOWA	X				X		X		
KANSAS			X			X			X
KENTUCKY	X			X			X		
LOUISIANA			X			X			X
MAINE			X			X			X
MARYLAND		X			X		X		
MASSACHUSETTS			X			X			X
MICHIGAN			X			X			X
MINNESOTA			X			X			X
MISSISSIPPI			X			X			X
MISSOURI			X			X			X
MONTANA			X			X			X
NEBRASKA		X				X			X
NEVADA	X			X				X	
NEW HAMPSHIRE			X			X			X
NEW JERSEY		X			X			X	
NEW MEXICO			X			X			X
NEW YORK	X			X			X		
NORTH CAROLINA	X			X			X		
NORTH DAKOTA			X			X			X
OHIO	X			X			X		
OKLAHOMA		X				X		X	
OREGON			X			X			X
PENNSYLVANIA			X			X			X
RHODE ISLAND			X			X			X
SOUTH CAROLINA	X				X			X	
SOUTH DAKOTA			X			X			X
TENNESSEE			X			X			X
TEXAS			X			X			X
UTAH	X			X			X		
VERMONT		X		X				X	
VIRGINIA	X			X				X	
WASHINGTON	X			X			X		
WEST VIRGINIA	X			X			X		
WISCONSIN	X			X			X		
WYOMING		X				X		X	
TOTAL	20	7	23	20	4	26	18	8	24

. SOCIAL WORK SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	6			7			8		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA			X			X			X
ALASKA			X			X			X
ARIZONA			X			X			X
ARKANSAS			X			X			X
CALIFORNIA		X			X		X		
COLORADO			X			X			X
CONNECTICUT	X			X			X		
DELAWARE		X			X		X		
FLORIDA		X			X		X		
GEORGIA	X			X			X		
HAWAII		X		X			X		
IDAHO		X			X			X	
ILLINOIS	X			X			X		
INDIANA	X			X				X	
IOWA	X			X				X	
KANSAS			X			X			X
KENTUCKY	X			X				X	
LOUISIANA			X			X			X
MAINE			X			X			X
MARYLAND	X				X		X		
MASSACHUSETTS			X			X			X
MICHIGAN			X			X			X
MINNESOTA			X			X			X
MISSISSIPPI			X			X			X
MISSOURI			X			X			X
MONTANA			X			X			X
NEBRASKA			X		X				X
NEVADA			X			X		X	
NEW HAMPSHIRE			X			X			X
NEW JERSEY	X				X		X		
NEW MEXICO			X			X			X
NEW YORK	X			X			X		
NORTH CAROLINA	X				X		X		
NORTH DAKOTA			X			X			X
OHIO		X		X			X		
OKLAHOMA			X			X			X
OREGON			X			X			X
PENNSYLVANIA			X			X			X
RHODE ISLAND			X			X			X
SOUTH CAROLINA		X			X				X
SOUTH DAKOTA			X			X			X
TENNESSEE			X			X			X
TEXAS			X			X			X
UTAH	X			X			X		
VERMONT		X		X				X	
VIRGINIA	X				X		X		
WASHINGTON	X			X			X		
WEST VIRGINIA	X			X			X		
WISCONSIN	X			X			X		
WYOMING			X			X			X
TOTAL	15	8	27	14	10	26	17	6	27

HEALTH SERVICES - OBJECTIVES
(See Appendix A--Questionnaire Page 9)

Objective Number	1			2		
State	Major	Minor	Not	Major	Minor	Not
ALABAMA			X			X
ALASKA			X			X
ARIZONA			X			X
ARKANSAS			X			X
CALIFORNIA	X			X		
COLORADO			X			X
CONNECTICUT	X					X
DELAWARE		X			X	
FLORIDA	X			X		
GEORGIA	X			X		
HAWAII			X			X
IDAHO		X			X	
ILLINOIS			X			X
INDIANA	X			X		
IOWA	X			X		
KANSAS			X			X
KENTUCKY		X		X		
LOUISIANA			X			X
MAINE			X			X
MARYLAND			X			X
MASSACHUSETTS			X			X
MICHIGAN			X			X
MINNESOTA			X			X
MISSISSIPPI			X			X
MISSOURI			X			X
MONTANA			X			X
NEBRASKA			X			X
NEVADA		X		X		
NEW HAMPSHIRE			X			X
NEW JERSEY		X			X	
NEW MEXICO			X			X
NEW YORK	X				X	
NORTH CAROLINA	X			X		
NORTH DAKOTA			X			X
OHIO		X			X	
OKLAHOMA			X			X
OREGON			X			X
PENNSYLVANIA	X			X		
RHODE ISLAND	X				X	
SOUTH CAROLINA			X		X	
SOUTH DAKOTA			X			X
TENNESSEE	X				X	
TEXAS			X			X
UTAH	X				X	
VERMONT			X			X
VIRGINIA			X			X
WASHINGTON		X			X	
WEST VIRGINIA	X			X		
WISCONSIN		X			X	
WYOMING			X			X
TOTAL	13	8	29	10	11	29

HEALTH SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	3			4			5		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA			X			X			X
ALASKA			X			X			X
ARIZONA			X			X			X
ARKANSAS			X			X			X
CALIFORNIA	X			X				X	
COLORADO			X			X			X
CONNECTICUT	X			X			X		
DELAWARE	X			X			X		
FLORIDA	X			X			X		
GEORGIA	X			X			X		
HAWAII			X			X	X		
IDAHO	X			X				X	
ILLINOIS			X			X			X
INDIANA	X			X			X		
IOWA		X			X			X	
KANSAS			X			X			X
KENTUCKY		X			X		X		
LOUISIANA			X			X			X
MAINE			X			X			X
MARYLAND			X			X			X
MASSACHUSETTS			X			X			X
MICHIGAN			X			X			X
MINNESOTA			X			X			X
MISSISSIPPI			X			X			X
MISSOURI			X			X			X
MONTANA			X			X			X
NEBRASKA			X			X			X
NEVADA	X					X	X		
NEW HAMPSHIRE			X			X			X
NEW JERSEY		X		X			X		
NEW MEXICO			X			X			X
NEW YORK	X			X				X	
NORTH CAROLINA		X		X				X	
NORTH DAKOTA			X			X			X
OHIO		X			X			X	
OKLAHOMA			X			X			X
OREGON			X			X			X
PENNSYLVANIA	X			X			X		
RHODE ISLAND	X			X				X	
SOUTH CAROLINA			X		X			X	
SOUTH DAKOTA			X			X			X
TENNESSEE	X			X				X	
TEXAS			X			X			X
UTAH		X			X			X	
VERMONT	X			X			X		
VIRGINIA			X			X			X
WASHINGTON	X			X			X		
WEST VIRGINIA	X			X			X		
WISCONSIN	X			X			X		
WYOMING			X			X		X	
TOTAL	16	6	28	17	5	28	14	11	25

ATTENDENCE SERVICES - OBJECTIVES
(See Appendix A--Questionnaire Page 9)

Objective Number	1			2		
State	Major	Minor	Not	Major	Minor	Not
ALABAMA			X	X		
ALASKA			X			X
ARIZONA		X			X	
ARKANSAS			X			X
CALIFORNIA	X			X		
COLORADO			X			X
CONNECTICUT		X		X		
DELAWARE	X			X		
FLORIDA	X			X		
GEORGIA	X			X		
HAWAII			X	X		
IDAHO			X			X
ILLINOIS			X			X
INDIANA	X			X		
IOWA			X			X
KANSAS		X			X	
KENTUCKY	X			X		
LOUISIANA			X			X
MAINE			X			X
MARYLAND		X		X		
MASSACHUSETTS			X			X
MICHIGAN			X			X
MINNESOTA			X			X
MISSISSIPPI		X		X		
MISSOURI			X			X
MONTANA			X			X
NEBRASKA			X			X
NEVADA			X	X		
NEW HAMPSHIRE			X			X
NEW JERSEY			X			X
NEW MEXICO			X			X
NEW YORK	X			X		
NORTH CAROLINA	X			X		
NORTH DAKOTA			X			X
OHIO	X			X		
OKLAHOMA			X	X		
OREGON			X			X
PENNSYLVANIA	X					X
RHODE ISLAND			X			X
SOUTH CAROLINA			X		X	
SOUTH DAKOTA			X			X
TENNESSEE	X			X		
TEXAS			X			X
UTAH	X			X		
VERMONT		X			X	
VIRGINIA			X			X
WASHINGTON			X	X		
WEST VIRGINIA	X			X		
WISCONSIN			X			X
WYOMING			X		X	
TOTAL	13	6	31	20	5	25

ATTENDENCE SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	3			4		
State	Major	Minor	Not	Major	Minor	Not
ALABAMA		X			X	
ALASKA			X			X
ARIZONA			X			X
ARKANSAS			X			X
CALIFORNIA		X			X	
COLORADO			X			X
CONNECTICUT	X			X		
DELAWARE	X			X		
FLORIDA	X			X		
GEORGIA	X			X		
HAWAII	X			X		
IDAHO			X			X
ILLINOIS			X			X
INDIANA	X			X		
IOWA			X			X
KANSAS	X			X		
KENTUCKY		X		X		
LOUISIANA			X			X
MAINE			X			X
MARYLAND	X			X		
MASSACHUSETTS			X			X
MICHIGAN			X			X
MINNESOTA			X			X
MISSISSIPPI		X			X	
MISSOURI		X				X
MONTANA			X			X
NEBRASKA			X			X
NEVADA			X	X		
NEW HAMPSHIRE			X			X
NEW JERSEY			X			X
NEW MEXICO			X			X
NEW YORK		X		X		
NORTH CAROLINA			X	X		
NORTH DAKOTA			X			X
OHIO	X			X		
OKLAHOMA			X		X	
OREGON			X			X
PENNSYLVANIA			X			X
RHODE ISLAND			X			X
SOUTH CAROLINA		X			X	
SOUTH DAKOTA			X			X
TENNESSEE		X		X		
TEXAS			X			X
UTAH		X			X	
VERMONT		X			X	
VIRGINIA			X			X
WASHINGTON		X			X	
WEST VIRGINIA	X			X		
WISCONSIN			X			X
WYOMING		X			X	
TOTAL	10	12	28	15	9	26

ATTENDENCE SERVICES - OBJECTIVES (Cont)
(See Appendix A--Questionnaire Page 9)

Objective Number	5			6			7		
State	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
ALABAMA		X		X			X		
ALASKA			X			X			X
ARIZONA			X			X			X
ARKANSAS			X			X			X
CALIFORNIA	X			X				X	
COLORADO			X			X			X
CONNECTICUT			X		X				X
DELAWARE		X		X				X	
FLORIDA	X			X			X		
GEORGIA	X				X		X		
HAWAII	X			X					X
IDAHO			X			X			X
ILLINOIS			X			X			X
INDIANA	X			X				X	
IOWA			X			X			X
KANSAS		X		X				X	
KENTUCKY	X				X		X		
LOUISIANA			X			X			X
MAINE			X			X			X
MARYLAND	X			X				X	
MASSACHUSETTS			X			X			X
MICHIGAN			X			X			X
MINNESOTA			X			X			X
MISSISSIPPI		X			X			X	
MISSOURI		X				X			X
MONTANA			X			X			X
NEBRASKA			X			X			X
NEVADA	X				X				X
NEW HAMPSHIRE			X			X			X
NEW JERSEY			X			X			X
NEW MEXICO			X			X			X
NEW YORK		X		X			X		
NORTH CAROLINA		X		X			X		
NORTH DAKOTA			X			X			X
OHIO	X			X			X		
OKLAHOMA			X			X		X	
OREGON			X			X			X
PENNSYLVANIA			X			X	X		
RHODE ISLAND			X			X			X
SOUTH CAROLINA			X			X			X
SOUTH DAKOTA			X			X			X
TENNESSEE		X			X			X	
TEXAS			X			X			X
UTAH		X			X			X	
VERMONT		X		X				X	
VIRGINIA			X			X			X
WASHINGTON		X				X		X	
WEST VIRGINIA	X			X			X		
WISCONSIN			X			X			X
WYOMING		X				X			X
TOTAL	10	12	28	13	7	30	9	11	30

FULL TIME EQUIVALENT NUMBER OF STATE STAFF MEMBERS SUPERVISING SERVICE AREAS

State	Elementary Guidance Services	Elementary and Secondary Guidance Services	Secondary Guidance Services	Psychological Services	Social Work Services
ALABAMA		2			
ALASKA		1			
ARIZONA	1		1		
ARKANSAS	1		2		
CALIFORNIA[1]		4½		1	1
COLORADO	1½		4½		
CONNECTICUT	1		2	1	3
DELAWARE	½		1	1/8	1/8
FLORIDA	1		2	1	1
GEORGIA	2		4	1	2
HAWAII	1		1	1	1
IDAHO	1		3/4		
ILLINOIS	3		10 3/4	5¼	2
INDIANA	1		4 1/3		
IOWA	1		3	1	1
KANSAS	1½		1½	1	
KENTUCKY	5		5		1
LOUISIANA	1		6		1
MAINE		1			
MARYLAND	½		1½	1	½
MASSACHUSETTS	1		4		
MICHIGAN	½		2½	½	½
MINNESOTA		3			
MISSISSIPPI	½		1½		
MISSOURI	6		6	9	
MONTANA	½		½		

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[1] The 6½ FTE personnel assigned to pupil personnel services was pro-rated to 1 FTE in psychological services and 1 FTE person in social work services.

FULL TIME EQUIVALENT NUMBER OF STATE STAFF MEMBERS SUPERVISING SERVICE AREAS (Cont)

State	Elementary Guidance Services	Elementary and Secondary Guidance Services	Secondary Guidance Services	Psychological Services	Social Work Services
NEBRASKA			2½		
NEVADA	3/5		1	1/5	1/5
NEW HAMPSHIRE		2			
NEW JERSEY	½		2½	10	10
NEW MEXICO		2			
NEW YORK	4		8	3	2½
NORTH CAROLINA	1/8		3 1/8		
NORTH DAKOTA		1			
OHIO	1		7	1	1/5
OKLAHOMA		1			
OREGON	1		2½		
PENNSYLVANIA		7		4	
RHODE ISLAND	½		½		
SOUTH CAROLINA	½		2½		
SOUTH DAKOTA		2½		1	
TENNESSEE		8		3	
TEXAS	1		13		
UTAH	3/10		1 9/10	3/10	3/10
VERMONT	1		1	1	
VIRGINIA	1		5	1	1
WASHINGTON	1/3		2/3		
WEST VIRGINIA	1		4		
WISCONSIN	¼		1 3/4	¼	1
WYOMING	1		1	1	2
TOTAL	45½	35	102	48½	31 1/5

FULL TIME EQUIVALENT NUMBER OF STATE STAFF MEMBERS SUPERVISING SERVICE AREAS (Cont)

State	Health Services	Attendance Services	Speech and Hearing Services	Other Related Pupil Personnel Services[1]	Total FTE	Total Number
ALABAMA		½			2½	3
ALASKA			1/8		1 1/8	2
ARIZONA					2	2
ARKANSAS					3	3
CALIFORNIA	4	1			11½	12
COLORADO[2]			1		7	7
CONNECTICUT	1		1	4	13	13
DELAWARE	1/8		½		2 3/8	3
FLORIDA				1	6	6
GEORGIA					9	9
HAWAII	1		1		6	6
IDAHO	¼				2	2
ILLINOIS					21	21
INDIANA		1			6 1/3	7
IOWA	1				7	7
KANSAS			1		5	5
KENTUCKY		1		1	13	13
LOUISIANA		5			13	13
MAINE			1		2	2
MARYLAND		½		1	5	5
MASSACHUSETTS					5	5
MICHIGAN	3		1		8	8
MINNESOTA					3	3
MISSISSIPPI	1				3	3
MISSOURI			3	6	30	30

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[1] Includes 17 pupil appraisal and psychometric services; 2 measurement and evaluation; 1 junior college student personnel service; 6 general pupil personnel administration.

[2] In Colorado the 5 FTE personnel assigned to special education was pro-rated to one FTE in speech and hearing services.

FULL TIME EQUIVALENT NUMBER OF STATE STAFF MEMBERS SUPERVISING SERVICE AREAS (Cont)

State	Health Services	Attendance Services	Speech and Hearing Services	Other Related Pupil Personnel Services	Total FTE	Total Number
MONTANA					1	1
NEBRASKA					2½	3
NEVADA	1/5				2 1/5	3
NEW HAMPSHIRE[1]	1		½		3½	4
NEW JERSEY	1		5		29	29
NEW MEXICO					2	2
NEW YORK	10	2½			30	30
NORTH CAROLINA					3¼	4
NORTH DAKOTA					1	1
OHIO		1/5	1	13	23 2/5	24
OKLAHOMA					1	1
OREGON			2		5½	6
PENNSYLVANIA		1			12	12
RHODE ISLAND	1				2	2
SOUTH CAROLINA					3	3
SOUTH DAKOTA			1		4½	5
TENNESSEE	8	2			21	21
TEXAS					14	14
UTAH	1/10	1/10			3	3
VERMONT	1	1			5	5
VIRGINIA	4		1		13	13
WASHINGTON					1	1
WEST VIRGINIA					5	5
WISCONSIN	9				12¼	13
WYOMING		1	1		7	7
TOTAL	46 3/4	16 4/5	22 1/8	26	394	402

[1] One FTE person assigned to special education was pro-rated to ½ time in speech and hearing services.

NAME OF GUIDANCE/PUPIL PERSONNEL UNIT

State	Name of Unit
*ALABAMA	Guidance Counseling and Testing Section
*ALASKA	Division of Instructional Services (Consultants)
*ARIZONA	Division of Guidance Services
*ARKANSAS	Department of Guidance Services
CALIFORNIA	Bureau of Pupil Personnel Services
*COLORADO	Division of Guidance Services
CONNECTICUT	Bureau of Pupil Personnel Services and Special Education
DELAWARE	Division of Pupil Personnel Services
FLORIDA	Pupil Personnel Section
GEORGIA	Division of Pupil Personnel Services
HAWAII	Special Services Branch
*IDAHO	Division of Instructional Services
ILLINOIS	Department of Pupil Personnel Services
INDIANA	Division of Pupil Personnel Services
IOWA	Pupil Personnel Services Branch
*KANSAS	Guidance and Pupil Personnel Services Section
KENTUCKY	Division of Guidance Services
LOUISIANA	Guidance Section
*MAINE	Bureau of Guidance and Special Education
MARYLAND	Pupil Services Section
*MASSACHUSETTS	Office of Guidance Services
MICHIGAN	Curriculum Division (Specialists)
*MINNESOTA	Pupil Personnel Services Section
*MISSISSIPPI	Guidance Section
MISSOURI	Guidance Services Section
*MONTANA	Division of Instructional Services
*NEBRASKA	Guidance Services Section
NEVADA	Guidance and Pupil Personnel Services Section
NEW HAMPSHIRE	Division of Instruction (Consultants)
NEW JERSEY	Division of Instruction (Consultants)
*NEW MEXICO	Guidance Division
NEW YORK	Division of Pupil Personnel Services
*NORTH CAROLINA	Division of Pupil Personnel Services
*NORTH DAKOTA	Division of Guidance Services
OHIO	Division of Guidance and Testing Division of Special Education
OKLAHOMA	Division of Guidance, Counseling and Testing
*OREGON	Special Services Division (Consultants)
PENNSYLVANIA	Pupil Personnel Services in three different Bureaus
RHODE ISLAND	Division of Instructional Services (Consultants)
*SOUTH CAROLINA	Guidance Services Section
SOUTH DAKOTA	Division of Pupil Personnel Services
TENNESSEE	Pupil Personnel Services in three different Divisions
*TEXAS	Division of Guidance Services

NAME OF GUIDANCE/PUPIL PERSONNEL UNIT (Cont)

State	Name of Unit
UTAH	Section of Pupil Personnel Services
VERMONT	Pupil Personnel Services in three different Divisions
VIRGINIA	Division of Special Services
*WASHINGTON	Division of Curriculum and Instruction
*WEST VIRGINIA	Division of Guidance, Counseling and Testing
WISCONSIN	Division of Instructional Services
WYOMING	Director of Pupil Personnel Services

*States with Guidance Services only.

YEAR SUPERVISORY RESPONSIBILITY ESTABLISHED FOR SERVICES

State	Elementary Guidance Services	Secondary Guidance Services	Psycho- logical Services	Social Work Services
ALABAMA	1964	1959		
ALASKA	1959	1959		
ARIZONA	1966	1947		
ARKANSAS	1965	1942		
CALIFORNIA	1943	1943	1943	1943
COLORADO	1965	1955		
CONNECTICUT	1965	1941		
DELAWARE	1953	1948	1946	1964
FLORIDA	1967	1958	1967	1965
GEORGIA	1965	1958	1966	1946
HAWAII	1966	1965	1959	1946
IDAHO				
ILLINOIS	1959	1959	1965	1965
INDIANA	1965	1959	1967	1967
IOWA				
KANSAS	1967	1958	1950	
KENTUCKY	1956	1956	1956	1966
LOUISIANA	1965	1951		
MAINE	1965	1940		
MARYLAND	1965	1938	1966	1947
MASSACHUSETTS	1967	1941		
MICHIGAN	1965	1940	1950	1944
MINNESOTA	1948	1948		
MISSISSIPPI	1965	1959		
MISSOURI	1937	1937	1937	
MONTANA	1965	1950		
NEBRASKA	1945			
NEVADA	1958	1955	1955	1955

YEAR SUPERVISORY RESPONSIBILITY ESTABLISHED FOR SERVICES (Cont)

State	Elementary Guidance Services	Secondary Guidance Services	Psycho-logical Services	Social Work Services
NEW HAMPSHIRE	1958	1958		
NEW JERSEY	1966	1945	1960	1960
NEW MEXICO	1950	1950		
NEW YORK	1966	1927	1955	1966
NORTH CAROLINA	1966	1939		
NORTH DAKOTA	1966	1958		
OHIO	1965	1947		
OKLAHOMA	1965	1959		
OREGON	1963	1943		
PENNSYLVANIA	1965	1918	1963	
RHODE ISLAND	1966	1959		
SOUTH CAROLINA	1965	1958		
SOUTH DAKOTA	1964	1948	1956	
TENNESSEE	1957	1957	1966	
TEXAS	1967	1958		
UTAH	1948	1948	1962	1962
VERMONT				
VIRGINIA	1964	1938	1966	1945
WASHINGTON	1965	1942		
WEST VIRGINIA	1965	1959		
WISCONSIN	1960	1960	1917	1960
WYOMING	1958	1938		

YEAR SUPERVISORY RESPONSIBILITY ESTABLISHED FOR SERVICES (Cont)

State	Health Services	Attendance Services	Speech and Hearing Services	Special Education
ALABAMA				
ALASKA				
ARIZONA				
ARKANSAS			1947	
CALIFORNIA				
COLORADO		1965	1949	
CONNECTICUT			1949	
DELAWARE	1967	1964	1945	1932
FLORIDA				
GEORGIA	1966			
HAWAII	1934		1958	
IDAHO				
ILLINOIS				
INDIANA	1967	1921		
IOWA				
KANSAS			1950	
KENTUCKY	1966	1960		
LOUISIANA				
MAINE	1954		1955	1955
MARYLAND		1916		
MASSACHUSETTS				
MICHIGAN	1945		1940	
MINNESOTA				
MISSISSIPPI				
MISSOURI			1952	
MONTANA				
NEBRASKA				
NEVADA	1955			

YEAR SUPERVISORY RESPONSIBILITY ESTABLISHED FOR SERVICES (Cont)

State	Health Services	Attendance Services	Speech and Hearing Services	Special Education
NEW HAMPSHIRE				
NEW JERSEY	1935		1960	
NEW MEXICO				
NEW YORK	1927	1917		
NORTH CAROLINA				
NORTH DAKOTA				
OHIO				
OKLAHOMA				
OREGON				
PENNSYLVANIA	1950	1920		
RHODE ISLAND	1964		1965	
SOUTH CAROLINA				
SOUTH DAKOTA			1967	1953
TENNESSEE	1946			
TEXAS				
UTAH	1962	1962		
VIRGINIA	1925		1938	
WEST VIRGINIA		1960		
WISCONSIN	1935			
WYOMING				

PUPIL PERSONNEL SPECIALISTS EMPLOYED BY LOCAL EDUCATIONAL AGENCIES

State	Elementary Counselors No.	Elementary Counselors FTE	Secondary Counselors No.	Secondary Counselors FTE	Psychologists No.	Psychologists FTE	Social Workers No.	Social Workers FTE
ALABAMA	30	9	354	254	2	2		
ALASKA	1	1	58	58	2	2		
ARIZONA	109	76	338	272	19	19	2	2
ARKANSAS	38	34	318	299			140	125
CALIFORNIA	945	603	5,238	3,820	383	383	46	46
COLORADO	20	16	659	532	24	24	79	79
CONNECTICUT	109	88	671	641	49	44	146	139
DELAWARE	5	5	114	114	17	17	4	4
FLORIDA	50	40	1,400	1,200	65	65	300	300
GEORGIA	14	14	742	633	25	25	250	250
HAWAII	42	42	141	141	1	1	15	15
IDAHO	5	5	240	188	7	7	1	1
ILLINOIS	145	115	1,705	1,514	375	325	350	350
INDIANA	40	35	1,240	1,015	31	26	112	105
IOWA	3	3	639	470	117	100	16	16
KANSAS	50	10	500	250	50	50	3	3
KENTUCKY	150	128	350	326	5	5	106	106
LOUISIANA	50	50	649	300	9	9	200	200
MAINE	4	4	181	165	1	1	5	5
MARYLAND	100	99	814	783	101	95		
MASSACHUSETTS	110	90	1,340	1,145	75	25		
MICHIGAN	98	79	2,327	2,130			432	432
MINNESOTA	11	11	802	750	99	75	134	123
MISSISSIPPI	4	4	233	198				
MISSOURI	111	102	779	685				
MONTANA	12	6	225	154				
NEBRASKA	5	5	207	144				
NEVADA	18	11	110	106	16	16	13	13
NEW HAMPSHIRE	21	21	172	159	1	1	2	2
NEW JERSEY	60	44	1,600	1,500	400	335	360	295

PUPIL PERSONNEL SPECIALISTS EMPLOYED BY LOCAL EDUCATIONAL AGENCIES (Cont)

State	Elementary Counselors No.	Elementary Counselors FTE	Secondary Counselors No.	Secondary Counselors FTE	Psychologists No.	Psychologists FTE	Social Workers No.	Social Workers FTE
NEW MEXICO	40	30	300	250			15	15
NEW YORK	812	730	4,913	3,863	1,312	1,312	675	675
NORTH CAROLINA	23	23	755	616	25	25	27	27
NORTH DAKOTA	2	2	84	73				
OHIO	298	233	2,246	2,038	326	306	36	29
OKLAHOMA	97	31	508	337	16	15	31	27
OREGON	122	75	881	575	6	6	38	38
PENNSYLVANIA	385	385	2,285	2,003	79	79		
RHODE ISLAND	32	25	293	232	22	22	19	17
SOUTH CAROLINA	8	8	864	720	3	1½	15	15
SOUTH DAKOTA	18	13	159	106	4	4		
TENNESSEE	107	69	792	575	21	9	125	90
TEXAS	185	148	1,460	1,168	20	16	560	448
UTAH	16	14	323	301	33	28	42	41
VERMONT	13	13	117	89				
VIRGINIA	48	48	1,160	931	54	54	185	185
WASHINGTON	99	85	1,250	718	160	141	65	64
WEST VIRGINIA	24	22	263	191	7	7	47	47
WISCONSIN	30	19	1,038	770	210	142	175	175
WYOMING	9	6	64	48	1	1	6	6
TOTAL	4,728	3,729	43,901	35,550	4,163	3,821	4,776	4,510

PUPIL PERSONNEL SPECIALISTS EMPLOYED BY LOCAL EDUCATIONAL AGENCIES (Cont)

State	Attendance Workers No.	Attendance Workers FTE	Nurses No.	Nurses FTE	Psycho-methists No.	Psycho-methists FTE	Other Medical No.	Other Medical FTE	Totals No.	Totals FTE
ALABAMA	97	97							483	362
ALASKA									61	61
ARIZONA	10	10	350	350					828	729
ARKANSAS	40	30	120	115	6	6			656	609
CALIFORNIA	345	345[a]	1,891	1,891	96	96	16	16	8,960	7,200
COLORADO	179	179	225	212					1,186	1,042
CONNECTICUT					162	138			1,137	1,050
DELAWARE	4	4	152	152					296	296
FLORIDA	30	30							1,835	1,635
GEORGIA									1,031	922
HAWAII			6	6			1	2/5	206	205 2/5
IDAHO			54	45					307	246
ILLINOIS									2,575	2,304
INDIANA	108	86	238	220	45	36	1	1	1,815	1,524
IOWA			500	500					1,275	1,089
KANSAS			40	40					643	353
KENTUCKY	247	229							858	794
LOUISIANA	150	150	70	70					1,128	779
MAINE			21	21	2	2	4	4	218	202
MARYLAND	275	275[b]							1,290	1,252
MASSACHUSETTS	427	427							1,952	1,687
MICHIGAN			274	274	262	262			3,393	3,177
MINNESOTA			458	448					1,504	1,407
MISSISSIPPI									237	202
MISSOURI			375	375					1,265	1,162
MONTANA									237	160
NEBRASKA									212	149
NEVADA			39	39					196	185
NEW HAMPSHIRE									196	183
NEW JERSEY	650	150	800	600			650	30	4,520	2,954

[a] Includes child welfare workers.

[b] Social workers and attendance workers are combined.

PUPIL PERSONNEL SPECIALISTS EMPLOYED BY LOCAL EDUCATIONAL AGENCIES (Cont)

State	Attendance Workers No.	Attendance Workers FTE	Nurses No.	Nurses FTE	Psycho-methists No.	Psycho-methists FTE	Other Medical No.	Other Medical FTE	Totals No.	Totals FTE
NEW MEXICO	20	20	155	155					530	470
NEW YORK	1,378	1,110	2,736	2,736			2,575	701	14,401	11,127
NORTH CAROLINA	169	169							999	860
NORTH DAKOTA									86	75
OHIO	1,047	812							3,953	3,418
OKLAHOMA	30	10	150	97					832	517
OREGON			2	2					1,049	696
PENNSYLVANIA	244	244	1,791	1,791			156	156	4,940	4,658
RHODE ISLAND	40	40	100	100			158	40	664	1,178
SOUTH CAROLINA			70	70					960	814½
SOUTH DAKOTA									181	123
TENNESSEE	140	132	50	30			20	5	1,255	910
TEXAS			1,306	1,045			11	9	3,542	2,834
UTAH	3	3	80	80					497	467
VERMONT									130	102
VIRGINIA	31	31	206	206			23	12	1,707	1,467
WASHINGTON	52	52	180	165			10	5	1,816	1,230
WEST VIRGINIA	67	60	50	50			21	10	479	387
WISCONSIN			90	75					1,543	1,181
WYOMING			46	46					126	107
TOTAL	5,783	4,695	12,625	12,006	575	540	3,646	989	79,190	66,542

APPENDIX C

CHIEF GUIDANCE/PUPIL PERSONNEL SUPERVISORS WHO COMPLETED QUESTIONNAIRE

CHIEF GUIDANCE/PUPIL PERSONNEL SUPERVISORS WHO COMPLETED QUESTIONNAIRES

ALABAMA

Clifton Nash
Consultant, Guidance
and Counseling

ALASKA

Wanda Cooksey
Consultant for Guidance
Counseling, and Testing

ARIZONA

Muriel Nelson Gurr
Director of Guidance
Services

ARKANSAS

LeRoy Pennington
Director of Guidance
Services

CALIFORNIA

William H. McCreary
Chief, Bureau of Pupil
Personnel Services

COLORADO

Gerald F. Ulrich
Director, Division of
Guidance Services

CONNECTICUT

Robert W. Stoughton
Chief, Bureau of Pupil
Personnel and Special
Education Services

DELAWARE

John S. Charlton
Director, Division of
Pupil Personnel Services

FLORIDA

Paul W. Fitzgerald
Director, Pupil Personnel
Section

GEORGIA

Neil C. Gunter
Coordinator, Guidance,
Counseling and Testing
Services

HAWAII

Hatsuko F. Kawahara
Director of Special Services
Branch

IDAHO

Elwyn DeLaurier
Pupil Personnel Services

ILLINOIS

Glenn Waterloo
State Director
Department of Pupil
Personnel Services

INDIANA

Sparkle G. Crowe
Director, Division of Pupil
Personnel Services

CHIEF GUIDANCE/PUPIL PERSONNEL SUPERVISORS WHO COMPLETED QUESTIONNAIRES

IOWA

Giles J. Smith
Chief, Guidance Services
Section

KANSAS

Willard Foster
Director, Guidance and
Pupil Personnel Services

KENTUCKY

Kearney Campbell
Director, Division of
Guidance Services

LOUISIANA

Carol Eubanks
Director of Guidance

MAINE

Ruth L. Pennell
Supervisor of Guidance

MARYLAND

Sarah L. Leiter
Coordinator of Pupil Services

MASSACHUSETTS

Francis J. Farrenkopf
Senior Supervisor
Guidance, Counseling,
and Testing

MICHIGAN

Maurice Prince
Guidance Consultant

MINNESOTA

Reynold M. Erickson
State Supervisor of Guidance
Services and Pupil
Personnel Services

MISSISSIPPI

Ralph Brewer
Supervisor of Guidance

MISSOURI

Charles G. Foster
Director, Guidance Services

MONTANA

James W. Fitzpatrick
Supervisor, Guidance Services

NEBRASKA

Donald W. Dean
Director of Guidance Services

NEVADA

Frank R. Brown
State Supervisor, Guidance
Services

NEW HAMPSHIRE

James V. Carr
Consultant, Guidance,
Counseling, and Testing

CHIEF GUIDANCE/PUPIL PERSONNEL SUPERVISORS WHO COMPLETED QUESTIONNAIRES

NEW JERSEY

Sandra Gildar
Consultant in Guidance
and Testing

NEW MEXICO

Robert A. Swanson
Director, Guidance and
Pupil Personnel Services

NEW YORK

Bruce E. Shear
Director, Division of
Pupil Personnel Services

NORTH CAROLINA

Kathryn Ray
Director, Division of
Pupil Personnel Services

NORTH DAKOTA

Glenn R. Dolan
Director of Guidance Services

OHIO

John G. Odgers, Director
Division of Guidance and
Testing

OKLAHOMA

Blan Sandlin
Director of Guidance

OREGON

Glen L. Weaver
Supervisor of Guidance
Services

PENNSYLVANIA

Edwin L. Herr
Director, Bureau of Guidance
Services

RHODE ISLAND

Eileen A. Matteo
Consultant, Elementary
Guidance

SOUTH CAROLINA

Jack A. Duncan
Coordinator, Guidance Services
Title V, NDEA

SOUTH DAKOTA

Robert L. Huckins, Director
Division of Pupil Personnel
Services

TENNESSEE

Jack Mays
Director, Pupil Guidance
and Testing

TEXAS

Jack Gilliam
Director, Division of
Guidance Services

CHIEF GUIDANCE/PUPIL PERSONNEL SUPERVISORS WHO COMPLETED QUESTIONNAIRES

UTAH

H. Reese Anderson
Coordinator, Pupil Personnel
Services

VERMONT

Henry J. O'Donnell, III
Coordinator of Pupil
Personnel Services

VIRGINIA

C. L. Kent
Supervisor of Guidance
and Testing

WASHINGTON

Marjorie Mottishaw Anderson
Supervisor of Pupil Personnel
Services

WEST VIRGINIA

Paul Brannon
Director, Division of
Guidance, Counseling and
Testing, NDEA

WISCONSIN

Richard Roth
State Supervisor
Counseling and Guidance

WYOMING

Thomas S. Morris
Director of Pupil
Personnel Services

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